The Dudley Coe Memorial Infirmary

BOWDOIN COLLEGE BULLETIN

Number 342

CATALOGUE FOR THE

Sessions of 1961-1962

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September 1961

BRUNSWICK, MAINE

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Bowdoin College Bulletin

Sessions of 1961-1962

Number 342

This Bulletin is published by Bowdoin College four times during the College Year: September, December, March, and June. Entered as second-class matter at the Post Office at Brunswick, Maine, under Act of Congress of July 16, 1894.

Printed by The Anthoensen Press, Portland, Maine

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1961

OCTOBER

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COLLEGE CALENDAR

1961-1962

1961

September 22, *Friday*. Rooms ready for occupancy for the Fall Semester.

September 25, *Monday*. Fall Semester of the 160th academic year begins at 8:00 A.M. All students required to be in residence. Registration.

September 26, *Tuesday*. Registration.

September 27, *Wednesday*. Registration. First chapel exercises at 11:30 A.M. in the First Parish Church.

September 28, *Thursday*. First classes.

October 6, *Friday*. James Bowdoin Day.

October 7, *Saturday*. Parents' Day.

October 10, *Tuesday*. Evening major meetings.

October 24, *Tuesday*. Evening major meetings.

October 26, *Thursday*. Freshman review.

October 28, *Saturday*. Alumni Day. A holiday.

November 6, *Monday*. Achorn Prize Debate.

November 7, *Tuesday*. Evening major meetings.

November 16-17, *Thursday-Friday*. Fall play.

November 20, *Monday*. Fairbanks Prize Speaking.

November 21, *Tuesday*. Evening major meetings.

November 22, *Wednesday*. Thanksgiving recess begins, 12:00 noon.

November 27, *Monday*. Thanksgiving recess ends, 8:00 A.M.

November 27, *Monday*. Mid-semester review of classes.

November 27, *Monday*. Last day for filing applications for scholarship aid during the Second Semester.

November 29, *Wednesday*. Stanley Plummer Prize Speaking.

December 4, *Monday*. Class of 1868 Prize Speaking.

December 5, *Tuesday*. Evening major meetings.

December 9, *Saturday*. Bowdoin Interscholastic Debate Tournament.

December 11, *Monday*. Alexander Prize Declamation Contest.

December 15, *Friday*. Christmas vacation begins, 12:00 noon.

1962

January 3, *Wednesday*. Christmas vacation ends, 8:00 A.M.

January 9, *Tuesday*. Evening major meetings.

January 24-*February* 3, *Wednesday-Saturday*. Review period and examinations of the Fall Semester.

February 3, *Saturday*. Stated Winter meetings of the Governing Boards.

February 7, *Wednesday*. Spring Semester begins, 8:00 A.M.

February 12, *Monday*. Meeting of the Phi Beta Kappa, Alpha of Maine.

February 13, *Tuesday*. Evening major meetings.

February 15, *Thursday*. Winter Houseparty play.

February 17, *Saturday*. Winter Houseparty. A holiday.

February 17, *Saturday*. Winter Houseparty play.

February 19, *Monday*. Bradbury Prize Debate.

February 27, *Tuesday*. Evening major meetings.

March 5, *Monday*. State of Maine Scholarship examinations.

March 10, *Saturday*. Student One Act Play Contest.

March 13, *Tuesday*. Evening major meetings.

March 23, *Friday*. Spring vacation begins, 12:00 noon.

April 2, *Monday*. Mid-semester review of classes.

April 3, *Tuesday*. Spring vacation ends, 8:00 A.M.

April 3, *Tuesday*. Last day for filing applications for scholarship aid for the academic year, 1962-1963.

April 3, *Tuesday*. Evening major meetings.

April 14, *Saturday*. Finals for the State of Maine High School One Act Play Contest.

April 17, *Tuesday*. Evening major meetings.

April 28, *Saturday*. Last day for submitting manuscripts for the Pray Essay Prize in English, the Rickard Poetry Prize, and the Hawthorne Short-story Prize.

May 1, *Tuesday*. Evening major meetings.

May 11, *Friday*. Competition for the Brown Prizes in Extemporaneous Composition.

May 16, *Wednesday*. Ivy play.

May 19, *Saturday*. Ivy Day. A holiday.

May 19, *Saturday*. Ivy play.

May 21, *Monday*. Last day for filing applications for all graduate scholarships.

May 26, *Saturday*. Last day of classes of the Spring Semester.

May 26, *Saturday*. Last day for submitting manuscripts for the Bennett and Piper Prizes in Government and the Class of 1875 Prize in American History.

May 28-*June* 12, *Monday-Tuesday*. Review period and examinations of the Spring Semester.

May 30-31, *Wednesday-Thursday*. Written major examinations for Seniors.

June 1-2, *Friday-Saturday*. Oral major examinations for Seniors.

June 10, *Sunday*. Baccalaureate Address in the First Parish Church.

June 14, *Thursday*. Stated meetings of the Governing Boards.

June 15, *Friday*. Commissioning Exercises of the United States Army Reserve, Walker Art Building terrace, 11:00 A.M.

June 15, *Friday*. Commencement play presented by the Masque and Gown. Pickard Theater in Memorial Hall.

June 16, *Saturday*. The 157th Commencement Exercises in the First Parish Church, 10:00 A.M.

June 16, *Saturday*. The Commencement luncheon.

September 21, *Friday.* Rooms ready for occupancy for the Fall Semester.

September 24, *Monday.* Fall Semester of the 161st academic year begins at 8:00 A.M. All students required to be in residence. Registration.

September 25, *Tuesday.* Registration.

September 26, *Wednesday.* Registration. First chapel exercises at 11:30 A.M. in the First Parish Church.

September 27, *Thursday.* First classes.

October 20, *Saturday.* Alumni Day. A holiday.

November 21, *Wednesday.* Thanksgiving recess begins, 12:00 noon.

November 26, *Monday.* Thanksgiving recess ends, 8:00 A.M.

December 14, *Friday.* Christmas vacation begins, 12:00 noon.

1963

January 3, *Thursday.* Christmas vacation ends, 8:00 A.M.

January 23-*February* 2, *Wednesday-Saturday.* Review period and examinations of the Fall Semester.

February 6, *Wednesday.* Spring Semester begins.

March 22, *Friday.* Spring vacation begins, 12:00 noon.

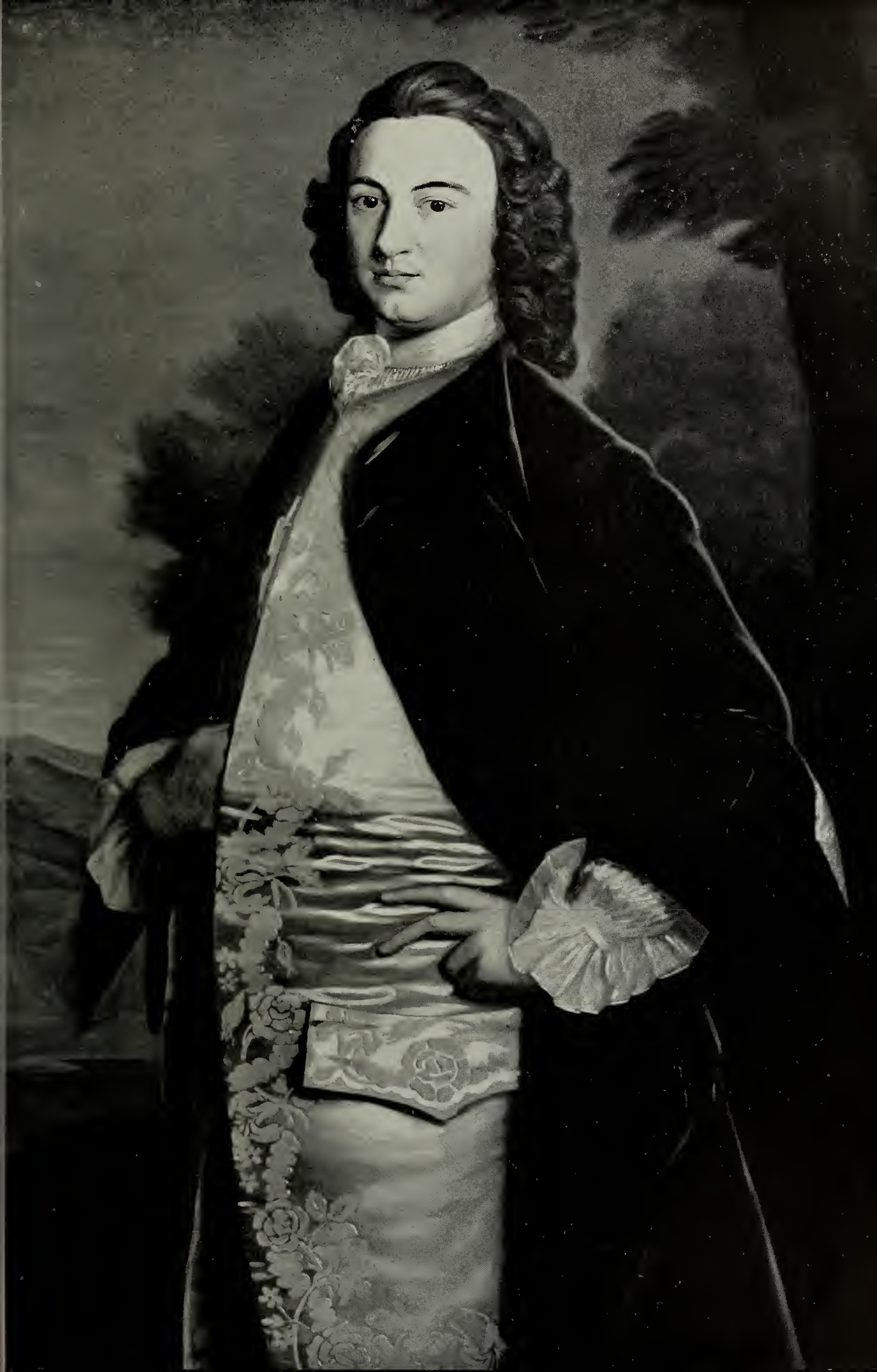
April 2, *Tuesday.* Spring vacation ends, 8:00 A.M.

May 18, *Saturday.* Ivy Day. A holiday.

May 27-*June* 11, *Monday-Tuesday.* Review period and examinations of the Spring Semester.

June 15, *Saturday.* The 158th Commencement Exercises.

The Honorable James Bowdoin (1726-1790), *colonial governor of Massachusetts, for whom the College was named. The portrait by Robert Feke is part of a distinguished collection of colonial portraits in the Walker Art Building.* →



Bowdoin College, 1794-1961: an Historical Sketch

THE history of Bowdoin College, which is nearly coextensive with that of the Republic, has its full share of stirring and picturesque episodes but, with perhaps one exception, is free from those dramatic crises which offer a ready means of division into "periods." Contemplating the development of the tiny seminary of learning which opened its single narrow door to students in 1802 into the vigorous and firmly established college of today, with its multifarious activity, we are impressed by the gradualness of the transformation, the continuity underlying change. One contributing factor has been the relatively long terms of the administrators; in the one hundred and fifty-nine years of its active history, Bowdoin has had but nine presidents. The terms of Presidents Hyde and Sills alone span sixty-seven years. It is, then, largely for reasons of convenience that we may mark off four periods: the first from 1794, the year of incorporation, to 1802, covering the founding of the College; the second from 1802, the year the College opened, to 1839, extending through the terms of Presidents McKeen, Appleton, and Allen; the third from 1839 to 1885, including the terms of Presidents Woods, Harris, and Chamberlain; the fourth from 1885 to the present time, comprising the terms of Presidents Hyde, Sills, and Coles.

I

The Founding of the College, 1794-1802

When Bowdoin College was founded, the District of Maine was still a part of the Commonwealth of Massachusetts. Its population was rapidly growing—from fewer than 100,000 in 1790 to 150,000 in 1800—and was made up largely of sturdy, hard-working, middle-class people of English or Scottish ancestry engaged in farming, lumbering, fishing, shipbuilding, and trade. Among them, especially in the larger seaport towns like Portland with its 2,500 inhabitants, some families of accumulated wealth and of a considerable degree of culture had already attained political and social influence. The tradition of Maine, however, was (and has remained) distinct from that of Massachusetts; rank and wealth counted on the whole for less; the hold of Puritanism was not so strong; and popular movements, such as Republicanism in politics and evan-

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← Massachusetts Hall, the original building of the College, was planned in 1798 *and completed in* 1802. *When the College opened, it housed the President, the single professor, and the eight students of the Class of* 1806.

gelicalism in religion, found here a more fertile field. The ruggedness of the country itself; the distance from the seat of government in Boston; sea-borne commerce, which kept the scattered Maine settlements in touch with one another as well as with "foreign parts"; a fighting spirit evidenced by the proud record of Maine in the French and Indian wars—many such conditions, interests, and memories peculiar to Maine had produced by the end of the eighteenth century a strong sectional feeling. One natural result of this temper of mind was the recurrent demand, in the last two decades of the century, for a Maine college to train Maine youth.

In 1788 petitions were presented to the General Court of Massachusetts by the association of ministers and the justices of the peace in Cumberland County for the foundation and endowment of a college in their county. Various names for the new institution were considered; the choice of "Bowdoin" was influenced both by a desire to honor the late distinguished Governor of the Commonwealth, the Honorable James Bowdoin (1726-1790), and by intimations received from his son, to whom the matter had been broached, of some substantial gift toward endowment. Favorable action by the General Court upon the petitions was delayed by two circumstances: the rivalry among eight towns for the honor of nurturing the infant college, and the political antagonism which had existed between the late governor and his successor in office, John Hancock. Not until the latter had been succeeded by Governor Samuel Adams was a bill "to establish a College in the town of Brunswick and the District of Maine, within this Commonwealth" signed—on June 24, 1794.

By that Act, the government of the College is vested in two corporate bodies: The President and Trustees of Bowdoin College, consisting of thirteen Trustees, who hold title to all property and initiate all legislation; and a supervising body, the Overseers of Bowdoin College, forty-five in number, who may concur or decline to concur in the acts of the Trustees. Vacancies in each Board are filled by the Board itself, the Overseers possessing the right to decline to concur in the choice of Trustees. Since 1870, by vote of the Overseers, one-half of the vacancies occurring in that Board have been filled from nominations made by the alumni body. Much of the important work of the two Boards is done preliminarily through joint committees of Trustees and Overseers.

The Boards met at first in Portland. Naturally their chief preoccupation for some years was the raising of the necessary funds for their enterprise. The unimproved lands bestowed upon the College in that same act of the General Court were assets not readily convertible into cash; gifts from individuals came in slowly and were at first almost wholly in books. The single munificent donor was the Honorable James Bowdoin (1752-1811), son of the Governor, who contributed £300 in money, some securities and apparatus, and still more tracts of uncultivated land. At his death—to anticipate what belongs later in this record—the College was to become his residuary legatee, inheriting the valuable library which he had collected during his residence in Europe as Minister to Spain and France and his priceless art collection. The friend of Washington, Jefferson, and Franklin, a princely figure in the democratic New World, a representative of the finest cultivation of his stirring period, this earliest patron of the College is fittingly commemorated every year by the exercises of "James Bowdoin Day" in recognition of scholarly achievement.

But these fair prospects were not discernible by the worthy Trustees and Overseers of 1794-1796 grappling with the immediate question—to build or not to build. Their first meeting in Brunswick, then a town of 1,600 inhabitants, was held on July 19, 1796, at John Dunning's Inn, from which they walked along "Twelve Rod Road" (now Maine Street) and up the "hill" at one end of the village. Here they inspected a tract of thirty acres which had been offered as a site for the College—the present campus and grounds. Two years later, after prolonged planning and revising of plans, they voted to erect thereon a three-story building, fifty feet by forty, in which to house the new College. In 1800, a fortunate sale at a good price of some of the Boards' holdings in wild land justified the decision and markedly improved their financial position.

The Boards selected as the first president the Reverend Joseph McKeen, a graduate of Dartmouth, who had taught for several years, studied mathematics and astronomy, and served for sixteen years as minister of a large congregation at Beverly, "a man of great ability and learning and of excellent judgment," as he was to prove himself in the five years (1802-1807) of his presidency at Bowdoin. In a dignified ceremony on September 2, 1802, the President and the single professor were inducted; the President delivered his inaugural address; on the following day eight candidates presented themselves for admission, were examined and duly enrolled; and the College was finally in operation.

II

The Early Years, 1802-1839

President McKeen was succeeded at his death in 1807 by the Reverend Jesse Appleton, also graduated from Dartmouth, who held office for twelve years. He was a man of intellectual ability and elevated character, perhaps too otherworldly for the most skillful conduct of affairs or the most effective leadership of young men. After Appleton there came to the presidency the Reverend William Allen, a graduate of Harvard, recently President of the ill-starred, short-lived "Dartmouth University," and a storm center in the controversy attending that experiment in state-controlled higher education—a person of abundant energy and excellent intentions with a genius for antagonizing both colleagues and students. His administration (1819-1839) is the most contentious period of Bowdoin's history, but, surprisingly, a period in which were installed some of the greatest teachers the College has known and in which were graduated many of its most eminent alumni. The two earlier regimes, in fact, had seen the first of that long procession of young men marked for future fame: for instance, Nathan Lord, '09, for thirty-five years President of Dartmouth; Seba Smith, '18, who holds a secure place among American humorists; and Jacob Abbott, '20, the creator of "Rollo." Now under Allen appeared William Pitt Fessenden, '23, who risked his political career to vote in the Senate against the impeachment of Andrew Johnson; Franklin Pierce, '24, fourteenth President of the United States; and, in the remarkable Class of 1825, Nathaniel Hawthorne and Henry W. Longfellow. John Brown Russwurm, later Governor of Maryland, Liberia, was one of the first two Negroes to be graduated from American colleges—both in 1826. In the next decade came Cyrus Hamlin, '34, the founder of Robert College, Istanbul; Henry Boynton Smith, '34, Biblical scholar; John A. Andrew, '37, war governor of Massachusetts; and the Reverend Elijah Kellogg, '40, author of stories of early American life which delighted two generations of American boys.

President McKeen had set the same requirements for admission as were in force at Harvard—namely, a knowledge of Latin and Greek that would today be creditable to an upperclassman concentrating in classics, and an acquaintance with mathematics, "as far as the rule of three." Throughout this early period, the undergraduate curriculum was rigidly prescribed: Latin, Greek, and mathematics almost continuously for the first three years; geography and logic in freshman and sophomore years respectively; and such authors as Locke, Paley, and Butler in junior and senior years. Exercises in rhetoric and oratory were interspersed throughout the course; as early as 1812 there were required themes, and a chair of rhetoric and oratory was established in 1824. Science was recognized by the establishment of a professorship of "natural and experimental philosophy" in 1805; Parker Cleaveland was lecturing on chemistry and mineralogy from 1808 on; and senior reading included books on "natural law." A charter granted in 1824 by the Yale Society of Phi Beta Kappa for a branch at Bowdoin is evidence of the reputation for sound scholarship which the young college already enjoyed. In the main, a conservative spirit prevailed; in 1824, for instance, a professor was appointed to the chair of philosophy primarily to confute the reasonings of Kant and Coleridge, which were regarded as dangerous to orthodoxy. The only distinctly progressive step taken in the thirty-seven years under review, except for the attention given to mineralogy, was the provision made in 1825 for the introduction into the curriculum of French and Spanish, a brilliant undergraduate, Henry W. Longfellow, being designated for the future teaching of them.

Beginning in 1804 with the appointment of a tutor, there was a gradual increase in the number of instructors, some of them men of uncommon abilities. We hear of sporadic efforts to enliven classroom routine: President McKeen's use of "models" in mathematics, for instance, and Tutor Smyth's introduction of the blackboard. In general, however, instruction was conducted largely by daily recitations from textbooks and must often have been a rather languid proceeding. At all events, the more inquiring minds soon found other means of satisfying their intellectual promptings, and formed the first of the two literary societies, the Peucinian and the Athenæan, which flourished for more than a generation, holding debates and literary exercises and maintaining collections of books, which now enrich the College Library. Similarly, by such devout spirits as found the required daily prayers insufficient, a "Praying Circle" was formed, to meet the members' religious needs and to bring Christian influences to bear upon the unregenerate majority. In short, there was much the same diversity of tastes, interests, and manner of life as is found on the campus today. Prior to the erection of a dormitory in 1808, most of the students lived in the single college building Massachusetts Hall, where, according to a treasured Bowdoin tradition, the President called them to morning prayers (at six o'clock) by rapping on the stairs with his cane. For the first twenty-six years, the College took virtually no responsibility for the physical exercise of the students. By Longfellow's time, to counteract "a very sickly term," the Faculty went so far as "to recommend a game of ball now and then," and the boys themselves set up a bowling alley; but lack of funds prevented any regular gymnastic instruction until much later. Supervision over the daily life of students was at first strict; efforts were made, with very incomplete success, to enforce regular study hours and a nine o'clock curfew. Faculty records are concerned to an inordinate extent with infractions of discipline ranging from depredations upon property to "frequenting the chambers of fellow-students in an idle and wanton manner." Ordinances of 1817 and 1824 show some relaxation of the earlier rigor, but, as was noted later in *Tales of Bowdoin,* the grotesque spectacle continued to be presented of grave professors patrolling the campus by day and chasing miscreants through the pines at night. Especially the final term of President Allen's rule was marked by undergraduate turbulence.

The growing sectional sentiment, to which Bowdoin had owed its birth, led in 1820 to separate statehood for Maine, and immediately the College found itself faced with a grave decision, which was, in effect, whether it should continue as a private or become a public institution. The political complexion of the Boards and the Faculty was predominantly Federalist; that of the majority party in the new State, Democratic. Federalists favored private, Democrats public control of educational institutions. An amendment to the Act of Separation had provided that no change should be made in the charter of the College except with the assent of the Boards and of the legislatures of both Maine and Massachusetts. Because the College was in acute need of a continuance of financial aid from public funds, the Boards acquiesced, in 1820, in a vote passed by the two legislatures to give to the Maine legislature alone the power to amend the charter—an enactment which, if it had been upheld, would have converted the College into a state-controlled university. Actually, by further maneuvers, the legislature for two years restrained President Allen from exercising his functions. He brought suit, attacking the constitutionality of the act under which he had been removed. In 1831 Justice Story, in a notable decision in the United States Circuit Court paralleling that in the historic Dartmouth College case, not only replaced Dr. Allen in the presidency but laid down such conditions as to make any future modification of the charter, even with the two legislatures concurring, an extremely difficult undertaking. The status of the College as a private institution was permanently fixed.

One result of this agitation in its early stage was the establishment, in 1820, of the Medical School of Maine as a part of Bowdoin College. The School, never large but highly respected, sent a majority of its graduates into practice in Maine, and for over a century their record, like that of the minority settled elsewhere, added prestige to the Bowdoin name. From 1899 on, the work of the last two years of the course was done at Portland. In 1921, when the needed clinical facilities and technical equipment had become too complex and expensive for a small institution to supply, it was deemed expedient to discontinue the School. The Garcelon and Merritt Fund, derived from the School's endowment, is still administered by the College to aid graduates and undergraduates in their medical education.

III

The Middle Years, 1839-1885

Upon Dr. Allen's resignation, the Boards elected to the presidency of Bowdoin, by that time a college of two hundred students, the Reverend Leonard Woods. He was thirty-one years old, a graduate of Union College and Professor of Biblical Literature in the Bangor Theological Seminary; a man of firm convictions, engaging personality, and ripe culture. It was he who suggested to the Boards that they assign to the President a larger share of teaching—a practice ever since maintained. Toward the end of his long term (1839-1866), Dr. Woods's naturally conservative tendencies were accentuated, especially his distrust of the contemporary scientific movement; and his extreme pacifism during the Civil War lessened his influence, for the College was ardent in its support of the Union cause, sending into the service a greater number of men in proportion to its size than any other college in the North. The chief memorial of President Woods on the Bowdoin campus is the Chapel, Romanesque and granite, which was built under his supervision and which in materials and architectural type is expressive of the man.

Previous administrations, as has been noted, had gathered at Bowdoin a number of remarkable teachers. One of these, Samuel Phillips Newman, Professor of Rhetoric and the author of a pioneering textbook on political economy, had resigned in 1839. Others of the group continued to serve the College through and even beyond the term of President Woods, establishing a tradition of great teaching which the sons of the College like to regard as Bowdoin's chief distinction. The most eminent, with their dates of tenure, were: the redoubtable Parker Cleaveland (1805-1858), in chemistry and mineralogy; Alpheus Spring Packard (1819-1884), in ancient languages and literature; William Smyth (1823-1868), in mathematics; and Thomas Cogswell Upham (1824-1867), in philosophy. As representative of a group of gifted teachers of briefer tenure, who later rose to prominence elsewhere, may be mentioned

Daniel Raynes Goodwin, '32, and Charles Carroll Everett, '50, both in modern languages. Not only in the classroom but in the agreeable, self-contained life of Brunswick as well—at Town meetings, on the school committee, in the churches—the professors from "the hill" took their full part, as their successors do today. Parochial as that village existence may have seemed, it was never really isolated from world affairs. From here, Parker Cleaveland had corresponded with Davy, Cuvier, Berlioz, and, through an intermediary, with one of his greatest admirers, Goethe; from here, President Woods journeyed to Oxford, where he met the leaders of the Tractarian Movement, and to Rome, where he conversed in Latin with the Pope; here, in the home of Professor Smyth, was a station of the "underground railroad" for escaped slaves; and here, in another professorial household, was written the book that was to arouse the conscience of a nation, *Uncle Tom's Cabin.*

Instruction from such teachers bore its rich fruit in the achievement and character of the men they trained. In later years (1896-1898) three graduates of the Bowdoin of this middle period were presiding over branches of the national government: Melville Weston Fuller, '53, the Chief Justice; William Pierce Frye, '50, President *pro tempore* of the Senate; and Thomas Brackett Reed, '60, Speaker of the House of Representatives. A fourth alumnus, General Oliver Otis Howard, '50, was the head of the Freedmen's Bureau and the founder of Howard University. In this period also were graduated General Thomas H. Hubbard, '57, banker and promoter of Arctic exploration, and William J. Curtis, '75, lawyer—both generous benefactors of the College; Edward Stanwood, '61, historian of the Presidency, and DeAlva S. Alexander, '70, Congressman and chronicler of the political history of New York State; Frederic H. Gerrish, '66, anatomist, and Edwin H. Hall, '75, physicist; and Edwin U. Curtis, '82, the Commissioner whose firm stand in the Boston police strike of 1919 was one in a train of circumstances that eventually sent to the White House an alumnus of the sister college, Amherst.

Over the curriculum conservatism still held sway. Toward the end of Woods's term, international law, German (in junior year), and some additional rhetoric made minor breaches in the Latin-Greek portion of the fortress, but the mathematics bastion, valiantly defended by "Ferox" Smyth, suffered hardly perceptible damage. This resistance to change was due in part to the tendencies of influential persons, such as Smyth and Cleaveland, on the Faculty, but also to the fact, stated bluntly by L. C. Hatch in his *History of*

Bowdoin College, that "the introduction of new subjects might cost money and Bowdoin was poor."

Its financial weakness, acute after the panic of 1837, caused the College embarrassment also in its relations with religious bodies. Although Bowdoin had been established through the efforts of Congregationalists, its charter contains nothing about church affiliation, and both Unitarians and Episcopalians had sat on its Board of Trustees, the majority of whom, like President Woods, were quite free from ecclesiastical narrowness. The temper of the students was pronouncedly liberal. Yet the fear of losing orthodox support and the power of the more conservative Overseers were constant threats hanging over the Trustees' heads and leading again and again to compromise, such as the hedging declaration of 1841 to the effect that Bowdoin was a Congregational college, committed to giving moral and religious instruction in harmony "with its denominational character as herein defined." By such means the College obtained some sizable bequests, concerning the proper use of which, in the later period of prosperity and complete intellectual freedom under Hyde, opinions of the Courts were solicited. Only in 1908, by the surrender of one fund to a residuary legatee, was the last (and purely nominal) sectarian restriction removed.

The twenty years following Woods's retirement in 1866 were the most critical in the history of the College, notwithstanding the fine qualities of the two presidents. Samuel Harris, '33, was the first graduate of Bowdoin to become President. Able and respected, he found the task of administration uncongenial and resigned after only five years (1866-1871). His successor was General Joshua Lawrence Chamberlain, '52, a former member of the Faculty, who had had a distinguished Army career and after the war had served for four terms as Governor of Maine. During these two administrations a needed modernization of the curriculum was partly effected by the introduction of economics and English literature and the strengthening of history and science; but the establishment in 1871 of a separate department or school of science, with courses in civil and mechanical engineering, was less fortunate; it carried the distinct threat of transforming a liberal arts college into a "people's university." Actually, for ten years, under the excellent Professor Vose, Bowdoin was graduating engineers; but the experiment proved too costly and was abandoned in 1881. Some of the men thus trained were later to occupy important posts; the most famous was Admiral Robert E. Peary, '77, the first to reach the North Pole.

Under the humane and enlightened influence of Leonard

Woods, the more exceptionable features of attempted faculty control of undergraduate life were abandoned or modified. The first Bowdoin chapters of intercollegiate fraternities, established early in his administration, supplied a means of channeling off any excessive exuberance of youthful spirits and in time rewove the social fabric of undergraduate life. The students' weekly newspaper, the *Bowdoin Orient,* was first published in 1871. Organized athletics in a mild form had begun a few years before. There was gymnastic instruction in Brunswick (for a year or two in private classes merely), from about 1860 on. From 1870 to 1875, when he took his bachelor's degree, Dudley A. Sargent was Director of the Gymnasium, and worked out the system of exercise which he later employed at Yale and Harvard and which gave him a national reputation. Rowing became popular in the late sixties; and in the early eighties Bowdoin crews competed in regattas as far away as Lake Cayuga; we hear of baseball first in 1860 and of the first intercollegiate game in 1872. The first college track meet was held in 1868, and the first class game of football (English Rugby) was played in the next year. American Rugby came in in 1882; tennis began to be played about the same time.

Neither sports nor presidential edicts, however, availed to put an end to the long-standing custom of hazing, the jovial aspects of which are perpetuated for us in the song "Phi Chi," written by one Edward Page Mitchell, '71, later the distinguished editor of the New York *Sun.* Harris made a determined effort to abolish the practice; under Chamberlain there were continual outbreaks, sometimes involving danger to life and limb. "Town and gown" fracases also were not infrequent. The most serious and widely publicized collision between students and college authorities was the "Drill Rebellion" of 1874. President Chamberlain had instituted required military training two years before. Undergraduate opposition culminated in the refusal of three college classes to attend drill, whereupon they were suspended *en masse* and threatened with expulsion. Eventually, after negotiations permitting a certain amount of face-saving by the authorities, the students returned to College; drill was resumed on a voluntary basis, and in 1882 was discontinued altogether. The "Rebellion" was an instance of spirited resistance to a requirement which, as administered, was thoroughly objectionable. The action of the students, however injudicious, revealed an independence of mind and a seriousness of purpose which belied the impression frequently given by their rough manners.

But the College was confronted with graver dangers than those arising from a certain uncouthness in undergraduate life. President Chamberlain, for all his great services to College, State, and Nation, was unequal to coping with the difficulties now besetting the institution: inadequate endowment and equipment, a decreasing enrollment, dissension among the Faculty and the Boards. Probably no one else connected with either group could have succeeded in the circumstances. Chamberlain's resignation in 1883 provided an opportunity to secure from outside the College the vigorous leadership imperatively needed.

IV

The Modern College, 1885-1961

The inauguration in 1885, after a two years' interregnum, of the Reverend William DeWitt Hyde marks the real beginning of another era. Not yet twenty-seven years old and virtually unknown except at Harvard and the Andover Theological Seminary, the new President brought to his task an athletic physique which impressed young men, a remarkable administrative capacity, an acute and sympathetic grasp of modern problems, and above all an energy which swept away accumulated scholastic dust like a fresh breeze from the Atlantic. He exemplified that ideal of "the strenuous life" which in the early days of the new century President Theodore Roosevelt was to hold up to the nation. The College which he took over may be compared to a deeply rooted tree which needed fertilizing and pruning. These life-giving processes Hyde instituted; the present vigorous new growths are due to him or to the successor whose apprenticeship was served under him. By numerous books published during his long term (1885-1917) President Hyde exerted also a nationwide influence toward liberalism in politics, education, and religion.

At the College itself, his first cautious reforms were concerned with the requirements for admission and with the curriculum, which he found too largely a mere continuance of secondary school studies. He persuaded the Boards to adopt (1895) a substitute for the requirement of Greek for admission. Like Eliot of Harvard, whom he greatly admired, he extended the elective system for men in College. He created (1894) a chair of economics and sociology; he brought to the College (1904) instructors in psychology and education; he reintroduced (1901) the teaching of Spanish; he greatly expanded the work in debating; and he established (1912) the departments of art and music. He encouraged the teaching of literature not for philological information or aesthetic delight but for its interpretation of life and its inspiration to action. He advocated full and early participation by college graduates in organized politics and religion. In all his reforms he was guided by that conception of education, embodied in his "Offer of the College," as a many-sided preparation for rich and effective living in the world of the present, proprietorship of the world of the past. Nowhere was his quickening influence more fully experienced than in his own classroom, where year after year he expounded to practically the entire senior class the principles of great thinkers from Plato and Aristotle to Royce and James.

No small part of Hyde's success in the re-orientation of the curriculum and the invigoration of instruction was due to his discernment in the selection of younger men for teaching positions. "Anaemic persons do not get on well at Bowdoin," he once told a candidate, and he gave less weight to formal qualifications such as the possession of degrees than to intellectual breadth, character, and teaching ability. Thus around the nucleus he inherited he built up again a remarkably strong Faculty, remembered today with gratitude by all the older alumni. Only three from a numerous group of long tenure, and perhaps equal distinction, may here be listed—all graduates of the College: the courtly Henry Leland Chapman (1869-1913), in English literature; the stalwart Franklin Clement Robinson (1874-1910), in chemistry; and the scholarly poet Henry Johnson (1877-1918), in modern languages and fine arts. Younger men who taught under Hyde for a brief period before going to larger fields elsewhere included Henry Crosby Emery, '92, in economics, and William MacDonald and Allen Johnson, in history and government.

This betterment of the instruction could not have been accomplished without a very considerable expansion both of the plant and of the endowment. The President, who had written a book entitled *Practical Idealism,* held office in an era of accumulation of large fortunes; and he succeeded in interesting in the College many affluent men and women. In increasing numbers alumni evidenced their support by sending back sons and subscriptions. The enrollment rose from 119 in 1885 to 400 in 1915; the endowment in the same period, from $378,273 to $2,312,868. Erected in the Hyde administration were eight buildings in use today, including Hubbard Hall, the Searles Science Building, and the Walker Art Building. Whittier Field, too, was acquired and developed.

The impact of Hyde's personality upon the social aspects of undergraduate life was no less pronounced. Everywhere in America, student life outside the classroom was becoming richer in opportunities, more urbane in tone, more interesting. Such changes were always sympathetically watched, not seldom prompted, occasionally checked, by the President. In student government, for instance, experiments were made which looked to the Student Council of the present; a literary magazine, the *Quill,* began publication in 1897; a dramatic club was organized in 1903, and in 1912 gave the first of its annual Shakespearean productions; and a young secretary of the Christian Association was brought to the campus. Most spectacular, of course, was the tremendous increase of interest in athletics, indissolubly associated with the name of Dr. Frank N. Whittier, '85. Bowdoin's first game of intercollegiate football was with Tufts in 1889; the first meet of the Maine Intercollegiate Track and Field Association, in 1895; the first golf club, in 1898; the first hockey games, in 1907. Within reasonable limits, President Hyde welcomed all such activities not only as healthful outlets for the abounding energy of youth but as integral parts of the educational process.

The roster of Bowdoin alumni continued to be studded with distinguished names, many of which, being those of persons now active in the affairs of the College, appear on later pages of this catalogue. But President Hyde never overvalued mere prominence; his highest esteem and admiration went often to graduates of no fame or fortune, men whose work was done in the small store or school or office and who walked along quiet streets.

The last public appearance of President Hyde was at the presentation of colors to the student battalion, four weeks after the declaration of war in 1917. "For one hundred and fifteen years," he said on that occasion, "Bowdoin students have enjoyed study and leisure, work and play, under the protection of the nation and the state. . . . From science and art, from literature and history, from the track and diamond, these young men voluntarily and eagerly, in loyalty and duty are hurrying to the defense and support of their country." Like other colleges in those years, Bowdoin went through the stages, first of improvised military instruction, then of the Reserve Officers' Training Corps, and finally of the Students' Army Training Corps. While, naturally, the numbers shrank, and the attempt to combine academic with military training worked to no one's complete satisfaction, the spirit held up remarkably well, and the response to the country's call of both undergraduates and alumni was all that Bowdoin's President could have desired. At the end of the war the stars on the service flag numbered twelve hundred; the names to be lettered in gold upon the War Memorial, twenty-nine. But Dr. Hyde had died on June 29, 1917, and the leadership of the College in war had devolved upon one who, twenty-five years later, was to be charged again with the same great responsibility.

Kenneth Charles Morton Sills, '01, graduate student and instructor for some years at Harvard and Columbia Universities, Winkley Professor of the Latin Language and Literature since 1907 and Dean of the College since 1910, served for one year as Acting President, and in 1918 was made President. In full sympathy with Hyde's larger aims and with equal devotion to the ideal of the liberal arts college, President Sills carried forward the program which his predecessor initiated, though with certain emphases of his own tempering extreme applications of the Eliot-Hyde educational philosophy. Among the advances made during the Sills administration were: the enlargement of the Faculty from thirty-one to eighty-five members, making possible smaller classes and more frequent conferences; the inauguration (1919) of the system of comprehensive examinations in the major field of study; the foundation (1928) of the Tallman visiting professorship; the conduct (beginning 1923) of Institutes in various branches of learning; the establishment (1935) of Kent Island Scientific Station; the increase of endowment funds from $2,473,451 to $12,312,274; the erection of several needed buildings, notably the Moulton Union, Moore Hall, Sills Hall and the Smith Auditorium, Parker Cleaveland Hall, and the development of the Pickard playing field; the bringing of intercollegiate athletics under institutional control (1935) and the recognition as varsity sports of swimming (1929) and basketball (1942); the more effective organization of the alumni through a central office, a Council, an alumni magazine, and a placement bureau. And even in this brief summary there must be grateful mention of that lively and very efficient company, first assembled in 1922 by Mrs. William J. Curtis and Mrs. George C. Riggs (Kate Douglas Wiggin), the Society of Bowdoin Women. Similar in its aim to knit more closely to the College a group with personal though not official connections, the Bowdoin Fathers Association was founded in 1945. Relations between townspeople and college people have grown steadily more cordial; to many a graduate, some of the pleasantest memories of student days are associated with the interesting, varied life of this Maine community.

The College itself, though serving now a wider constituency, has never ceased to be in a very real sense a Maine institution. Until well into the present century, Maine residents constituted nine-tenths of the undergraduate body, and not more than thirty years ago were still a majority. Of late, the proportion has tended to become stabilized at about one-third. Out of a normal prewar enrollment of approximately 600, more than 100 came usually from outside New England; since the war the percentage is larger. The presence in considerable numbers of young men from New York, Pennsylvania, and more distant states is a valuable corrective of provincialism in any community situated north of Boston. Yet in academic and other distinctions the Maine contingent clearly holds its own. Future Rhodes Scholars have entered Bowdoin from Portland, Bangor, Brunswick, Skowhegan, Cumberland Mills, and the small fishing village of Machiasport.

V

The Present Situation

A full account of the part of the College in World War II has not been compiled, but its more tangible contributions to the war effort and the more obvious ways in which its operation was affected may be briefly reviewed. A pilot training course, including both ground school and flight, was inaugurated in the spring of 1940 and carried on until June, 1942, when the Navy took over the Brunswick airport. In these two years pilot training was given to about one hundred students, a large number of whom served later in the air forces. From June, 1941 (six months before Pearl Harbor), until October, 1945, the College provided classrooms and laboratories for a pre-radar school for Navy officers, under Commander Noel C. Little, U. S. N. R., on leave of absence from the Faculty. About 2,500 officers completed the four months' course. In February, 1943, a Basic Pre-Meteorological Unit of the Army Air Forces was organized, and until May, 1944, administered by the College; and for several months within the same period an Army Specialized Training Unit also was receiving instruction. Altogether, when at peak strength, the military, naval, and civilian student personnel made up a body of over 850 young men and for a while severely taxed the physical resources of the College.

The completion or cancellation of the Army programs in 1944 and the decreasing civilian enrollment created the new and scarcely less embarrassing problem of reduced numbers, the undergraduate registration falling in 1945 to slightly more than 150. Of course, with the collapse of Japan in August of that year this situation changed, if not overnight, at least within a very few weeks. Augmented by a stream of returning service men, the enrollment in the spring of 1946 rose to 547 and in the next year reached a maximum of 1,083. The abnormally large registration, though attended by some inconveniences, was accepted cheerfully by the College, which recognized therein an obligation plainly in line of duty. It is part of that debt to "the gallant unreturning," as they were called by a Bowdoin poet in 1917 (himself destined to be counted among them), which can be paid only vicariously. Of 3,086 Bowdoin men who served in the armed forces in the Second World War, the unreturning numbered ninety-four.

On June 24, 1944, though the war was then in a critical stage, the College observed with impressive exercises the one hundred and fiftieth anniversary of the granting of the charter. It had been intended to mark the occasion by the completion of a fund-raising campaign to supply pressing needs, but the war forced the postponement of all such projects. Early in 1948 the campaign was inaugurated, and largely from sources close to the College—Governing Boards, Faculty, undergraduates, alumni, and friends—approximately $4,000,000 was raised for endowment, buildings, and equipment.

The College passed another historic milestone in September, 1952, on the one hundred and fiftieth anniversary of its actual opening, and the election of a successor to President Sills, who retired on October 1 after an administration of thirty-four years. The nomination of James Stacy Coles, a graduate of Columbia College and University, Associate Professor of Chemistry and Acting Dean of the College in Brown University, was unanimously approved by the Governing Boards at a special meeting on April 5, 1952. Ninth in the notable succession which began with the Reverend Joseph McKeen in 1802, President Coles was inaugurated on October 13, 1952.

Committed by training and conviction to the ideals initiated and carried forward by Presidents Hyde and Sills, Dr. Coles has encouraged the continual reassessment of these objectives and the estimation of the measure of their attainment through the institution of a comprehensive review of the educational program by the Faculty and Governing Boards. From 1953 to 1956, aided by a grant from the Fund for the Advancement of Education, a Faculty Committee on Self Study (with the coöperation of alumni and undergraduate advisors) studied, not only the aims and requirements of the curriculum, but such related topics as admissions, the optimum size of the College, student life, and faculty affairs. Many of the recommendations of the Committee, which were adopted almost without change by the Governing Boards and Faculty, are embodied in the various sections of this Bulletin.

Among the advances now being implemented are an added emphasis upon written and oral expression in *all* courses, the provision of additional time for aural and oral drill in foreign languages, the institution of "course status" for the major programs, new opportunities for honors projects by gifted students, the development of major programs involving more than one department, summer institutes in science, and in-service training for teachers in secondary schools. These steps have been paralleled and made effective by other forward strides, including the erection of the Gibson Hall of Music (1954), the Pickard Theater in Memorial Hall (1955), the Hockey Arena (1956), an addition to the Coe Infirmary (1957), and Coleman Hall (1958), the most recent of the college dormitories.

Although endowment funds have continued to increase, the guardians of the College, in accepting Bowdoin's responsibilities in an expanding and rapidly changing universe have boldly undertaken a program of further development by seeking to add fifteen million dollars to the college resources by 1967. The need of attracting and holding a faculty of the highest calibre, the demand for increased scholarships in order that the student body may continue to reflect a cross section of our society, and the expansion of the physical plant to keep pace with the educational program are held to be essential in maintaining the proud traditions of Bowdoin in furthering its historic mission to serve the common good.

Bowdoin: A Liberal College

FROM an outdoor platform built in a cleared space among the College pines, President Joseph McKeen, one hundred and fifty-nine years ago, delivered the chief address at the opening of Bowdoin College. Seeking an object for the new institution of which he was the first head, he found an answer in the desire of "the inhabitants of the District" to have their sons educated for "the liberal professions" and instructed "in the principles and practices of our holy religion. . . . It ought always to be remembered," he went on, "that literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them. It is not that they may be able to pass through life in an easy or reputable manner, but that their mental powers may be cultivated and improved for the benefit of society." The insight and the breadth of this program were creditable for that day. But no one attending the ceremonies of 1802 could have foreseen that over a century later the College, once founded in a frontier community, would draw the greater share of its students from states other than the "District" and, while still preparing many for law, medicine, teaching, and theology, would be educating an equal or greater number who looked forward to government service or a business career.

Since economic and political changes have brought new occupations and callings to pivotal importance in the modern world, the task of the College has necessarily grown more complicated and diverse. As in President McKeen's time many of its courses, for instance, languages and sciences, give knowledge or skill useful in the practice of various professions and employments. But such training is merely incidental to a larger objective. Whether through its catholic subject matter—sciences, social studies, literature, philosophy, and the arts; whether through its required or elective courses; whether through its major work, with its insistence upon a more intensive study of some selected subject; the College aims always to give its students a knowledge of the culture of the western world. They must understand and appreciate its origins and traditions, the forces essential for its operation and progress, and the values which it seeks to realize. While an individual may remain ignorant of this heritage and still exist, "the common good" and "the benefit of society," which President McKeen asserted as the objectives of the College, are unattainable unless leaders and followers are alike acquainted with what civilization, in its broadest sense, implies.

The College still insists that the cultivation and improvement of its students' "mental powers" is its primary function. Perhaps in President McKeen's time, when community life was more homogeneous and simple, no other emphasis was required. But today the College cannot avoid a concern with the character as well as the mind of its undergraduates. On this point the whole of the College environment is an educator. The fraternity houses and dormitories, athletic and non-athletic activities, the constant association of students in a close-knit rather than a dispersed college community—all play their part. Such influences, however, can be duplicated outside college walls. The distinctive discipline of the College is that of the laboratory, the library, and the classroom. These are its unique possessions. Through the opportunities they offer comes the achievement of intellectual poise, disinterested opinion, and patient courage to pursue remote ends by choice rather than compulsion. These college-bred habits of mind are moral as well as intellectual qualities.

While the College seeks to develop the individual talent of its students, it rightly insists they must not limit their interests; they must at least sample the variety of opportunities the modern curriculum affords. The dreamer must encounter the stubbornness of facts and the practical man must realize that men are moved by visions; the aesthete must appreciate the hard precision of scientific measurement and the materialist glimpse the insight and delight offered by the fine arts. Each present-minded generation has to learn anew that the experience of the past is in part a substitute for unnecessary and painful experiment and that a narrow focus upon vocational training breeds a dangerous irresponsibility. The liberal college must train whole men. To do otherwise would be to deprive its graduates of satisfactions and the community of profit.

No college can withdraw entirely from the world. Certainly Bowdoin has taken color from its traditional contacts with a vigorous environment and a self-reliant people. These associations, instead of impeding, have helped the College toward its goal. Fortunately, however, it is an independent college, supported in large measure by endowments and the generous annual gifts of its alumni; it is not bound, therefore, to any denominational creed, party platform, or government program. With more strength and freedom than in President McKeen's administration, it still seeks to bring its students to a maturity of mind and character that through them it may serve "the common good."

From the College Charter (1794)

. . . And be it further enacted . . . that the clear Rents, Issues, and Profits of all the Estate real and personal of which the said Corporation shall be Seized or Possessed, shall be Appropriated to the Endowment of said College in such a Manner as shall most Effectually Promote Virtue and Piety and the Knowledge of such of the Languages and of the Useful and Liberal Arts and Sciences as shall hereafter be Directed from Time to Time by the said Corporation. . . .

The Offer of the College

To be at home in all lands and all ages; to count Nature a familiar acquaintance, and Art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of your own; to carry the keys of the world's library in your pocket, and feel its resources behind you in whatever task you undertake; to make hosts of friends among the men of your own age who are to be leaders in all walks of life; to lose yourself in generous enthusiasms and coöperate with others for common ends; to learn manners from students who are gentlemen, and form character under professors who are Christians,—this is the offer of the College for the best four years of your life.

William DeWitt Hyde
President of Bowdoin College (1885-1917)

Knowledge, Virtue, and Piety

. . . there will always be need for Bowdoin as a Christian college. She will remain so, and will, with the help and guidance of God, continue to educate youth in knowledge and in virtue and in piety.

—*Inaugural Address* (1952)

James Stacy Coles
President of Bowdoin College

Officers of Government

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James Stacy Coles, Ph.D., D.Sc., LL.D.

TREASURER OF THE COLLEGE

Charles William Allen, A.B., J.D.

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Melvin Thomas Copeland, Ph.D., Sc.D., *Trustee Emeritus.*	*Annisquam, Mass.*

* Died September 1, 1960.

George William Burpee, Sc.D., *Trustee Emeritus.*	*New York, N. Y.*

William Haskell Farrar, A.B., *Secretary.*	*Brunswick*

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* Died October 9, 1960.

† Died January 13, 1961.

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* Died June 7, 1961.

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College Campus and Buildings

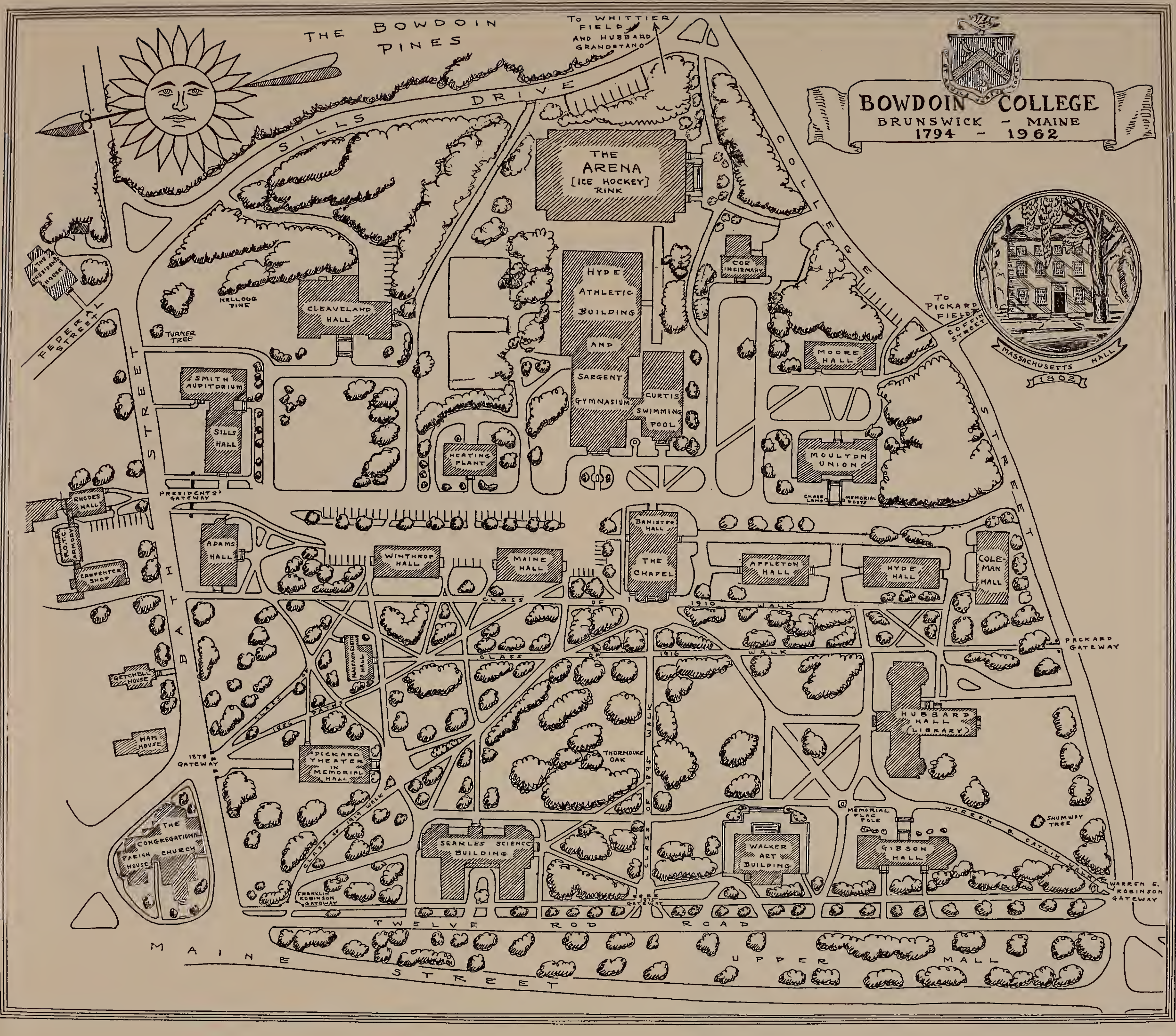
BOWDOIN College is located in the town of Brunswick, Maine, which was first settled in 1628 on the banks of the Androscoggin River, a few miles from the shores of Casco Bay. The traveling time by car from Boston is about three hours, and from New York about eight hours. The present campus, which was originally a sandy plain covered with blueberries and pines, is now a spacious tract of one hundred and ten acres containing more than a score of buildings and several playing fields.

Of first interest to the incoming freshman is Massachusetts Hall. Here are housed the offices of the President, the Dean, the Director of Admissions, and the Bursar. Here the new student will register for his courses, pay his college bills, sign his name in the century-old register book, and receive the welcome of the President. It is in this building that he will always find the administrative officers ready to answer his questions and to give him friendly counsel about the many problems of college life.

The Chapel, whose spires have come to be a symbol of Alma Mater to thousands of Bowdoin men, is the scene of vesper services on Sundays at 5 o'clock. Each weekday at 10:10 A.M., simple, brief devotional exercises are held by members of the Faculty. For one hundred and fifty-nine years, attendance at daily chapel has been a tradition of Bowdoin life, a tradition which has given the sons of the College many of their most cherished memories.

The work of the College has its heart and center in Hubbard Hall, the library building, which contains the accumulations of a century and a half. The nucleus of its 265,000 volumes is the treasured collection of books and pamphlets bequeathed by the Honorable James Bowdoin, the earliest patron of the College. These "Bowdoin Books," rich in French literature, American history, and mineralogy, were supplemented by the same generous benefactor's gift of his art collection containing many paintings of old and modern masters. Among the paintings are the portraits of Thomas Jefferson and James Madison by Gilbert Stuart, and a notable collection of portraits by the distinguished colonial artist, Robert Feke. These and other treasures are exhibited in the Walker Art Building designed by McKim, Mead, and White. The resources of the Library and Museum are described in more detail elsewhere in this catalogue.

College classes are held in Memorial Hall, Banister Hall, Adams Hall, Hubbard Hall, the Searles Science Building, Sills Hall, Smith


BOWDOIN COLLEGE
BRUNSWICK - MAINE
1794 - 1962
THE BOWDOIN PINES
TO WHITTIER FIELD AND HUBBARD GRANDSTAND
SILLS DRIVE
COLLEGE STREET
THE ARENA [ICE HOCKEY] RINK
HYDE ATHLETIC BUILDING AND SARGENT GYMNASIUM
CURTIS SWIMMING POOL
COE INFIRMARY
TO PICKARD FIELD
COFFIN STREET
MASSACHUSETTS HALL
1802
MOORE HALL
MOULTON UNION
CHASE LAMPS
MEMORIAL POSTS
THE PRESIDENT'S HOUSE
FEDERAL STREET
KELLOGG PINE
TURNER TREE
CLEAVELAND HALL
SMITH AUDITORIUM
SILLS HALL
HEATING PLANT
BATH STREET
PRESIDENTS' GATEWAY
RHODES HALL
R.O.T.C. ARMORY
CARPENTER SHOP
ADAMS HALL
WINTHROP HALL
MAINE HALL
BANISTER HALL
THE CHAPEL
APPLETON HALL
HYDE HALL
COLEMAN HALL
CLASS OF 1910 WALK
CLASS OF 1916 WALK
PACKARD GATEWAY
MASSACHUSETTS HALL
GETCHELL HOUSE
CLASS 1886 PATHS
HAM HOUSE
1878 GATEWAY
PICKARD THEATER IN MEMORIAL HALL
THORNDIKE OAK
CLASS OF 1895 WALK
HUBBARD HALL (LIBRARY)
THE CONGREGATIONAL CHURCH
PARISH HOUSE
CLASS OF 1919 WALK
FRANKLIN ROBINSON GATEWAY
SEARLES SCIENCE BUILDING
CLASS OF 1875 GATEWAY
WALKER ART BUILDING
MEMORIAL FLAG POLE
GIBSON HALL
WARREN B. CATLIN WALK
SHUMWAY TREE
WARREN E. ROBINSON GATEWAY
TWELVE ROD ROAD
UPPER MALL
MAINE STREET

Auditorium, Cleaveland and Gibson Halls, and the Walker Art Building. The first of these, which was built in 1868 in honor of the students and graduates who served in the Civil War, contains the Pickard Theater. In the lobby of this hall are bronze tablets bearing the names of two hundred and ninety Bowdoin men who were in the Union service in 1861-1865.

The Searles Science Building, which stands on the western side of the quadrangle, contains laboratories, museums, recitation rooms, and lecture halls. The Department of Physics occupies mainly the first floor and the southern half of the second floor; the Department of Biology occupies the northern half of the second floor and the entire third floor. Special laboratories and museums of both departments are located in the basement. Astronomical equipment and observing facilities are situated on the fourth floor and roof. The College maintains a scientific station for special laboratory and field investigations on Kent Island, at the entrance to the Bay of Fundy. This island was presented to the College in 1935 by John Sterling Rockefeller. Parker Cleaveland Hall houses the Departments of Chemistry and Geology.

When students are not engaged in the library, laboratories, and recitation rooms, they have at their disposal many admirably equipped facilities for recreation. These resources include the Moulton Union, the Sargent Gymnasium, the Hyde Athletic Building, the Curtis Pool, and the playing fields of the College. Special provision for intramural sports and informal games was made in 1926 by the gift of a tract of sixty-six acres by Frederick William Pickard, LL.D. (1871-1952), of the Class of 1894. Pickard Field contains facilities for tennis, baseball, soccer, football, and other sports. The Pickard Field House, a gift from Mr. and Mrs. Pickard, stands at the entrance to the field. The Hockey Arena, dedicated in the autumn of 1956, provides artificial ice for recreational skating as well as intercollegiate contests. Another valuable adjunct for the health of the student body is the Dudley Coe Memorial Infirmary; its facilities and the services of the College Physician are available to the students without charge.

THE COLLEGE BUILDINGS

Massachusetts Hall, planned in 1798 and completed in 1802, was the first college building erected. The interior was redesigned in 1873 to house the Cleaveland Cabinet of Mineralogy, named in honor of Professor Parker Cleaveland. In 1936 the entire building was remodeled to provide quarters for the administrative officers;

in 1942, through a gift of Frank Herbert Swan, LL.D., of the Class of 1898, the third floor was restored and furnished as a Faculty Room.

MAINE HALL (1808), known originally as "the College," and named later to commemorate the admission of Maine to the Union; WINTHROP HALL (1822), named in honor of Governor John Winthrop of the Massachusetts Bay Colony; APPLETON HALL (1843), named in honor of the second President of the College; HYDE HALL (1917), named in honor of the seventh President of the College, and built from contributions from many of the Alumni; MOORE HALL (1941), named in honor of his father by the donor, Hoyt Augustus Moore, LL.D., of the Class of 1895; and COLEMAN HALL (1957), named in honor of the family of the donor, Jane Coleman Pickard (Mrs. Frederick W. Pickard), are the six campus dormitories.

THE CHAPEL, a Romanesque church of undressed granite, designed by Richard Upjohn, was built during the decade from 1845 to 1855 from funds received from the Bowdoin estate. The façade is distinguished by twin towers and spires which rise to the height of one hundred and twenty feet. The interior resembles the plan of English college chapels, with a broad central aisle from either side of which rise the ranges of seats. The lofty walls are decorated with twelve large paintings. The Chapel stands as a monument to President Leonard Woods, fourth President of the College, under whose personal direction it was erected. A bronze plaque bearing a bas-relief of Elijah Kellogg, of the Class of 1840, is placed in a recess to the right of the main doorway. A set of eleven chimes, the gift of William Martin Payson, of the Class of 1874, was installed in the southwest tower in 1924. In the Chapel is an organ given in 1927 by Cyrus H. K. Curtis, LL.D. That portion of the chapel building which formerly housed the reading rooms and stack space of the college library was named BANISTER HALL in 1850 in recognition of the gifts of the Honorable William Banister. It now contains the offices of the Director of the Placement Bureau, the Director of Student Counseling, and the lecture room and laboratory of the Department of Psychology.

SETH ADAMS HALL was erected in 1860-1861. It was named in honor of Seth Adams, Esq., of Boston, who contributed liberally towards its construction. The building stands west of the Presidents' Gateway. From 1862 until 1921, it housed the classrooms of the Medical School of Maine. The structure is now used for lectures, recitations, and conferences.

MEMORIAL HALL, built in 1868, is a structure of local granite in the Gothic style. It is a memorial to the graduates and students of the College who served in the Civil War whose names and ranks are inscribed on bronze plaques in the lobby. A stained-glass window in the south wall is a memorial to Theodore Herman Jewett, M.D., of the Class of 1834, father of Sarah Orne Jewett, Litt.D. The lower story contains class and conference rooms. The entire structure of the interior was rebuilt in 1954-1955 to house the Pickard Theater, one of the many gifts of Frederick William Pickard, LL.D., of the Class of 1894.

THE OBSERVATORY was erected in 1890-1891 with funds given by John Taylor, Esq., of Fairbury, Illinois. It stands on the southeast corner of Pickard Field, and is reached from the Harpswell Road.

THE WALKER ART BUILDING, designed by McKim, Mead, and White, was erected in 1892-1894. It was given to the College by the Misses Harriet and Sophia Walker, of Waltham, Massachusetts, as a memorial to their uncle, Theophilus Wheeler Walker, of Boston, a cousin of President Woods. A bronze bulletin board in memory of Henry Edwin Andrews, A.M., of the Class of 1894, Director of the Museum, 1920-1939, stands to the left of the entrance to the Sophia Walker Gallery. The building, which is one hundred feet in length and seventy-three feet in depth, is surrounded on three sides by a paved terrace with supporting walls and parapets of granite. Granite and bronze sculptures adorn the front wall.

THE MARY FRANCES SEARLES SCIENCE BUILDING, designed by Henry Vaughan, was built in 1894 and completely renovated and modernized in 1952. It was the gift of Edward F. Searles, Esq., in memory of his wife. With the Walker Art Building and Gibson Hall, it forms the western side of the quadrangle. The building contains lecture rooms, laboratories, museums, and libraries of the Departments of Biology and Physics. In its basement a museum is being organized with valuable gifts from the family of Rear Admiral Robert E. Peary, of the Class of 1877, Rear Admiral Donald B. MacMillan, of the Class of 1898, and other friends of the College.

HUBBARD HALL, the library building, was also designed by Henry Vaughan, and erected in 1902-1903. It was presented to the College by General Thomas H. Hubbard, LL.D., of the Class of 1857, and his wife, Sibyl Fahnestock Hubbard. The building, of brick and Indiana limestone, is one hundred and seventy feet in length and fifty feet in depth; the stack room occupies a wing eighty feet by forty-six feet. The library forms the southern end of the quadrangle.

THE HUBBARD GRANDSTAND was given to the College in 1904 by General Thomas H. Hubbard, of the Class of 1857. It is situated on WHITTIER FIELD, a tract of five acres, named in honor of Frank Nathaniel Whittier, M.D., of the Class of 1885, for many years the Director of the Gymnasium, who was largely instrumental in its acquisition for varsity football and track in 1896. An electrically operated score-board, the gift of Harvey Dow Gibson, LL.D., of the Class of 1902, and Adriel Ulmer Bird, A.M., of the Class of 1916, was erected in 1948.

SARGENT GYMNASIUM AND GENERAL THOMAS WORCESTER HYDE ATHLETIC BUILDING were erected in 1912. The Gymnasium was built from contributions from many of the students and alumni, and named in honor of Dudley A. Sargent, M.D., Sc.D., of the Class of 1875; the Athletic Building was given by John Hyde, Esq., of Bath, in memory of his father, Thomas Worcester Hyde, A.M., of the Class of 1861, whose name it bears.

THE DUDLEY COE MEMORIAL INFIRMARY is a three-story brick building erected in 1916-1917. It was given by Thomas Upham Coe, M.D., of the Class of 1857, in memory of his son, and stands in the pines to the south of the Hyde Athletic Building. In 1957 it was enlarged and improved through a gift by Agnes M. Shumway (Mrs. Sherman N. Shumway).

THE CURTIS SWIMMING POOL was given to the College in 1927 by Cyrus H. K. Curtis, LL.D. The Pool is housed in a separate wing attached to the Gymnasium; the Pool itself is of standard size, thirty by seventy-five feet, and is provided with every modern device for ensuring sanitation.

THE MOULTON UNION, designed by McKim, Mead, and White, was built in 1927-1928. It was given by Augustus Freedom Moulton, LL.D., of the Class of 1873, as a social center for the student life of the College. The Union contains a spacious lounge, game room, cafeteria, soda fountain, and dining rooms. Its facilities also include several comfortable guest rooms, and quarters for many of the undergraduate extracurricular activities. The Union stands just outside the quadrangle opposite Appleton, Hyde, and Moore Halls.

THE PICKARD FIELD HOUSE stands at the entrance of Pickard Field. It was given in 1937 by Frederick William Pickard, LL.D., of the Class of 1894, and Mrs. Pickard. The building contains a pleasant lounge as well as lockers and showers. PICKARD FIELD, a tract of sixty-six acres, was presented to the College by Mr. Pickard in 1926. In 1952 nine acres were added to the Field by purchase, making a total area of seventy-five acres, thirty of which are fully developed playing fields. The Field contains the varsity and freshman baseball diamonds, several spacious playing fields for football and soccer, and ten tennis courts.

RHODES HALL, formerly the Bath Street Grammar School, was purchased from the Town of Brunswick by the College in 1946 to provide additional facilities for instruction and administration. The building was named to commemorate the fact that three pupils of the School later achieved distinction as Rhodes Scholars at Oxford University. Here are the offices of the Superintendent of Grounds and Buildings, and the headquarters of the R.O.T.C.

SILLS HALL AND THE SMITH AUDITORIUM, designed by McKim, Mead, and White, were completed in the autumn of 1950. The main structure was made possible by the first appropriations from the Sesquicentennial Fund, and was named after the eighth President of the College, Kenneth Charles Morton Sills (1879-1954), of the Class of 1901; the wing, containing an auditorium seating two hundred and ten people, was built by appropriation of the Francis, George, David, and Benjamin Smith Fund, bequeathed by Dudley E. Wolfe, of Rockland.

PARKER CLEAVELAND HALL, designed by McKim, Mead, and White, was dedicated on June 6, 1952. The building was made possible by donors to the Sesquicentennial Fund. It houses the Departments of Chemistry and Geology, and bears the name of Parker Cleaveland (1780-1858), who taught mineralogy at Bowdoin from 1828 to 1858, and was a pioneer in geological studies. Among its facilities are the following specially named rooms:

> THE KRESGE LABORATORY OF PHYSICAL CHEMISTRY is located at the northwest corner of the second floor. This laboratory with its equipment was made possible by a generous grant from the Kresge Foundation of Detroit, Michigan, founded by Mr. Sebastian S. Kresge.
>
> THE WENTWORTH LABORATORY OF ANALYTICAL CHEMISTRY is located on the second floor on the north side. It was given, with its equipment, by Walter Vinton Wentworth, Sc.D., of the Class of 1886, and his wife, Etta B. Wentworth.

The 1927 Room, one of the private laboratories, is located immediately adjacent to the private office of President Coles on the second floor. With its equipment, it was given to the College in 1952 by the Class of 1927 on the occasion of their twenty-fifth reunion.

The Adams Lecture Room, the largest lecture room in Cleaveland Hall, is directly opposite the main entrance foyer. It is two stories in height and has a seating capacity of one hundred and sixty. It was made possible by the bequest of Charles Everett Adams, M.D., of the Class of 1884, and is dedicated to his memory.

The Burnett Room, the Seminar room on the ground floor of Cleaveland Hall, was given, with its equipment, by Elizabeth C. Morrow in memory of the life-long friendship between her late husband, Dwight Whitney Morrow (LL.D., 1931), and Charles Theodore Burnett, Ph.D., L.H.D., a member of the Bowdoin Faculty from 1904 to 1946.

The Dana Laboratory of Organic Chemistry is located on the main floor on the north side of Cleaveland Hall. With its equipment, it was a gift to the College by members of the Dana family in memory of Woodbury Kidder Dana and Mary Little Hale Pickard Dana.

Sills Hall, The Smith Auditorium, and Parker Cleaveland Hall are mainly of brick and designed in a simple modern classical architectural style. Together they bound respectively the north and east sides of a quadrangle on the eastern boundary of the campus.

The Harvey Dow Gibson Hall of Music, named for Harvey Dow Gibson, LL.D., of the Class of 1902, was dedicated in June, 1954. Its construction was made possible by funds donated by Mrs. Harvey Dow Gibson, by Mrs. Gibson's daughter, Mrs. Whitney Bourne Choate, by the Manufacturers Trust Company of New York, and by several friends of Mr. Gibson. Designed by McKim, Mead, and White, the building contains soundproof class, rehearsal, and practice rooms, a recording room, several rooms for listening to records, offices, and the music library. The common room is richly paneled in carved walnut from the music salon designed in 1724 by Jean Lassurance (1695-1755), for the Hôtel de Sens in Paris.

The Pickard Theater in Memorial Hall, a gift of Frederick William Pickard, LL.D., of the Class of 1894, was dedicated in

June, 1955. The theater, with comfortable seats for over six hundred, contains a stage fifty-five feet wide and thirty feet deep; the space from the stage floor to the gridiron is forty-eight feet. The floor of the auditorium slopes to an orchestra pit, and under it are lounge and coat rooms. Over the auditorium is shop space for the construction and storage of scenery and stage properties.

THE GETCHELL HOUSE, located at 5 Bath Street, is diagonally opposite Adams Hall. A three-story frame building, it was given to the College in 1955 by Miss Gertrude Getchell, of Brunswick, and completely refurbished in 1956. It houses the offices of the Vice-President and the Alumni Secretary, and includes a lounge for use by the alumni.

THE HOCKEY ARENA was built in 1956 with contributions from alumni, students, and friends of the College. It contains seats for twenty-five hundred spectators and a regulation ice-hockey rink with a refrigerated surface two hundred feet long and eighty-five feet wide, as well as shower-bath and locker rooms, and a snack bar. The building is located to the east of the Hyde Athletic Building; the entrance faces College Street. The arena serves primarily the College's physical education activities, especially intramural and intercollegiate contests, and recreational skating for undergraduates.

THE JOHNSON HOUSE, named in memory of Professor Henry Johnson, Ph.D., of the Class of 1874, a distinguished member of the Bowdoin Faculty from 1877 to 1918, and Mrs. Johnson, is located at the corner of Maine and Boody Streets across from the southwestern entrance to the campus. Bequeathed to the College in 1957, this commodious residence is now used as the home of the Dean.

THE CHASE BARN CHAMBER, named in memory of Professor Stanley Perkins Chase, Ph.D., of the Class of 1905, Henry Leland Chapman Professor of English Literature from 1925 to 1951, and Mrs. Chase, is a handsome room located in the ell of the JOHNSON HOUSE. Designed by Felix Burton, '07, in the Elizabethan style, the Barn Chamber is heavily timbered, contains a small stage, an impressive fireplace, and houses many of the books in the Chase library. The Chamber is used for small classes, seminars, and conferences.

THE OAKES CENTER at Bar Harbor, Maine, a twenty-one room residence, was given to the College in 1957 by Eunice, Lady Oakes, whose husband, the late Sir Harry Oakes, Bart., was graduated from Bowdoin in 1896. Situated on a seven-acre estate, with an extensive waterfront with a private pier, the Center is used for summer educational programs and conferences.

OTHER MEMORIALS

The Thorndike Oak, standing near the center of the campus, is dedicated to the memory of George Thorndike, of the Class of 1806, who planted the tree in 1802 after the first chapel exercises.

The Class of 1869 Tree, a large white elm dedicated to the memory of the members of the Class of 1869, stands to the west of Winthrop Hall.

The Class of 1875 Gateway, designed by McKim, Mead, and White, was erected in 1901 as a memorial to members of the Class of 1875. The Gateway is composed of white granite columns and pillars and forms the Maine Street entrance of the Class of 1895 Path.

The Class of 1878 Gateway, erected in 1903, is a memorial to members of the Class of 1878. It is one of the northern entrances to the campus and stands on Bath Street between Memorial Hall and the First Parish Church.

The Class of 1889 Tree, a red oak planted on Arbor Day in 1889, is dedicated to members of the Class of 1889; it stands to the west of Massachusetts Hall.

The Warren Eastman Robinson Gateway, erected in 1920 at the southwestern entrance to the campus, is a memorial to Lieutenant Warren Eastman Robinson, of the Class of 1910, who lost his life in the service of his country.

The Franklin Clement Robinson Gateway, erected in 1923, is a memorial to Franklin Clement Robinson, LL.D., of the Class of 1873, for thirty-six years a teacher in Bowdoin College, and to his wife Ella Maria Tucker Robinson. The Gateway forms the northwestern entrance to the campus.

The Class of 1898 Bulletin Board, erected in 1924, is a memorial to the members of the Class of 1898. It is made of bronze, is double-faced and illuminated. It stands just north of the entrance to the Chapel.

The Class of 1903 Gateway, erected in 1928, is a memorial to the members of the Class of 1903. It forms the main entrance to the Whittier Athletic Field and stands at the southwestern corner.

The Memorial Flag Pole, designed by McKim, Mead, and White, was erected in 1930 with funds given by the alumni in memory of the twenty-nine Bowdoin men who lost their lives in World War I. The Honor Roll is engraved on the mammoth granite base surmounted by ornamental bronze. The flag pole stands in the southwestern corner of the campus between the Library, the Art Building, and Gibson Hall.

The Presidents' Gateway, erected in 1932, is a gift of the Class of 1907 in memory of William DeWitt Hyde, D.D., LL.D., President of the College from 1885 to 1917, and "as a mark of the enduring regard of all Bowdoin men for the leadership of their Presidents." The Gateway forms one of the northern entrances to the campus from Bath Street.

The Bowdoin Polar Bear, placed in 1937, is a memorial to members of the Class of 1912. The base and life-size statue were carved from grey-white Westerly granite by Frederick George Richard Roth. The figure stands in front of the entrance to the Sargent Gymnasium.

The Harry Howard Cloudman Drinking Fountain, erected in 1938, is in memory of Harry Howard Cloudman, M.D., of the Class of 1901, one of the outstanding athletes at the turn of the century. It is carved of marble and stands on the lawn between the Curtis Swimming Pool and the Sargent Gymnasium.

The Alpheus Spring Packard Gate, erected in 1940, is a memorial to Professor Alpheus Spring Packard, A.M., D.D., of the Class of 1816, who was a member of the Bowdoin Faculty for sixty-five years, from 1819 to 1884. The Packard Gate forms one of the southern entrances to the campus.

The Class of 1910 Path, a broad walk of composition gravel and asphalt edged with brick, was laid in 1940 as a memorial to members of the Class of 1910 on the occasion of the thirtieth reunion of the Class. The path extends from the northern border of the campus to Coleman Hall on the south, running parallel to the four dormitories and in front of the entrance to the Chapel.

The Class of 1895 Path, a broad walk of composition gravel and asphalt edged with brick, was laid in 1945 as a memorial to members of the Class of 1895. The path extends from the Chapel to the Class of 1875 Gateway.

The Class of 1886 Pathways, a network of walks of composition gravel and asphalt edged with brick, were laid in 1945 as a memorial to members of his Class through the generosity of Walter Vinton Wentworth, Sc.D., of the Class of 1886. The pathways traverse an area lying between the Class of 1878 Gateway and Memorial, Massachusetts, and Adams Halls.

THE CLASS OF 1919 PATH, laid in 1945, is a memorial to members of the Class of 1919. It is a broad walk of composition gravel and asphalt edged with brick and extends from the north entrance of Winthrop Hall, past the entrances to Massachusetts Hall and Memorial Hall, to the Franklin Clement Robinson Gateway.

THE CLASS OF 1916 PATH, a broad walk of composition gravel and asphalt edged with brick, was laid in 1946 as a memorial to members of the Class of 1916. The path extends from Massachusetts Hall to the Alpheus Spring Packard Gate.

THE FRANK EDWARD WOODRUFF ROOM, in Sills Hall, is a memorial to Frank Edward Woodruff, A.M., who was a member of the Bowdoin Faculty for thirty-five years, from 1887 to 1922. The room, provided in 1951 through the generous bequest of Edith Salome Woodruff, is finished in soft grey-green with cabinets and a commemorative plaque.

THE PEUCINIAN ROOM, built in 1951, is in the southwest corner of the basement of Sills Hall. The room is paneled in timber taken from the Bowdoin Pines. The motto of the Peucinian Society, *Pinos loquentes semper habemus,* is carved on a heavy timber surmounting the fireplace. The fireplace and paneling are the gift of the Bowdoin Fathers Association in memory of Suzanne Young (1922-1948).

THE CLASS OF 1924 RADIO STATION (WBOR, "Bowdoin-on-Radio") is a gift of the members of the Class of 1924 on the occasion of their twenty-fifth reunion. The station, installed in 1951 in the northwest corner of the second floor of the Moulton Union, contains two broadcasting studios and a fully equipped control room which are air-conditioned and protected against sound disturbance by walls of acoustical tiling. The mechanical equipment includes a large console board, transmitter, two record turntables, and three tape recorders.

THE ELIJAH KELLOGG TREE, a large pine dedicated to the memory of Reverend Elijah Kellogg, A.M., of the Class of 1840, stands to the east of Sills Hall and Smith Auditorium, on the edge of the college woods.

Above: *Science teachers from Canada, Finland, Germany and Turkey were* → *among the secondary school teachers attending the Summer Institutes in Biology, Mathematics, Chemistry, and Physics in* 1959. *Sponsored by the National Science Foundation, the Institutes attracted students from twenty-six states and several foreign countries. Institutes were also held in* 1960 *and* 1961.

Below: *Students majoring in Economics assist their teachers in preparing the* Maine Business Indicators, *a contribution to the business life of the State.*

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THE CLASS OF 1942 CROSS was placed behind the reading stand in the Chapel in 1952, on the occasion of the tenth reunion of the Class, in memory of those of its members who gave their lives in the Second World War.

THE GARDNER BENCH, a granite bench placed on the path before the Gibson Hall of Music, is dedicated to the memory of William Alexander Gardner, of the Class of 1881, and was presented to the College by Mrs. Gardner in June, 1954.

THE CHASE MEMORIAL LAMPS, dedicated to the memory of Stanley Perkins Chase, Ph.D., of the Class of 1905, Henry Leland Chapman Professor of English Literature (1925-1951), stand on the Moulton Union terrace. Of colonial design, the lamps were presented to the College by Mrs. Chase in June, 1954.

THE DANE FLAG POLE, in honor of Francis Smith Dane, of the Class of 1896, stands in the northwest corner of Whittier Field. The gift of Mrs. Annie Lawrence E. Dane and a member of her family, the flag pole was placed in 1954 in recognition of Mr. Dane's efforts as an undergraduate to acquire an adequate playing field for the College.

THE SIMPSON MEMORIAL SOUND SYSTEM, the gift of Scott Clement Ward Simpson, of the Class of 1903, and Mrs. Simpson, is dedicated to the memory of their parents. The system, including a high-fidelity record player and other teaching aids in music, was installed in Gibson Hall in 1954. A fund for its maintenance was established by Mr. and Mrs. Simpson in 1955.

THE JAMES FREDERICK DUDLEY CLASS ROOM in Banister Hall was renovated and furnished in 1954 as a memorial to James F. Dudley, of the Class of 1865, by the bequest of Nettie S. Dudley.

THE CATLIN PATH, a walk of composition gravel and asphalt, extending from the Warren Eastman Robinson Gateway to the Library, was laid in 1954 through the generous gift of Warren Benjamin Catlin, Ph.D., Fayerweather Professor of Economics and Sociology, Emeritus.

THE SHUMWAY TREE, a Rocky Mountain fir in memory of Sherman Nelson Shumway, A.M., LL.B., of the Class of 1917, generous benefactor and an Overseer of the College (1927-1954), was replanted on the campus southwest of Hubbard Hall, and dedicated in June, 1955.

← Above: *The Chase Barn Chamber provides a congenial setting for departmental major meetings and seminars. All extracurricular activities for upperclassmen are suspended on the six evenings reserved for major meetings in each Semester.*

Below: *The entire College honors its ranking scholars at a convocation each autumn in the Pickard Theater on James Bowdoin Day, named to commemorate the earliest patron of the College.*

The Turner Tree, a maple in memory of Perley Smith Turner, A.M., of the Class of 1919, Professor of Education at Bowdoin (1946-1956), was replanted on the campus east of Smith Auditorium by classmates and friends, and dedicated in June, 1957.

The Pickard Trees, twelve hawthorns in memory of Jane Coleman Pickard (Mrs. Frederick William Pickard), donor of Coleman Hall and co-donor of the Pickard Field House, were replanted around Coleman Hall by the Society of Bowdoin Women, and dedicated in June, 1959.

The Class of 1909 Organ, an electronic instrument for use in the Pickard Theater, was presented to the College by the Class of 1909 on the occasion of its fiftieth anniversary, and dedicated in June, 1960.

The Class of 1909 Music Fund, a sum of $1,827, a gift of the Class on the fiftieth anniversary of its graduation. The income is to be used at the discretion of the Department of Music for the maintenance of the 1909 Organ and for the support of musical education in the College.

General Information

Terms and Vacations: The College holds two sessions each year, beginning in September and February. The dates of the Semesters and the vacation periods are indicated on the College Calendar on pages ix-xii.

Registration and Enrollment: All students are required to register at the opening of each Semester in accordance with schedules posted at the College and mailed to students registering for the first time.

Offices and Office Hours: The administrative offices of the College are in Massachusetts Hall, except that the Alumni Secretary is in the Getchell House and the Executive Secretary is in the Ham House; the Superintendent of Grounds and Buildings is in Rhodes Hall, on Bath Street; and the Director of Alumni Placement is in Banister Hall (North).

The office of the President will be open from 2:00 to 4:00 o'clock every weekday except Saturday. The Dean's office will be open from 9:00 to 12:00 and from 2:00 to 4:30 every weekday except Saturday. The other administrative offices are open from 8:30 to 12:00 and from 1:30 to 5:00 every weekday except Saturday; 8:30 to 12:00 on Saturday, when the College is in session.

College Bills and Fees: On or about July 1 each year, a statement covering tuition, room rent, board, and fees for the year will be sent to each student. If this statement should be sent to someone other than the student, a request in writing to do so should be made to the Bursar's Office.

Charges for the year may be paid in accordance with either of the following two plans, at the option of the student:

(a) Two payments during the college year not later than registration day of each Semester, each payment to equal approximately one-half of the total college charges for the year.

(b) Twelve payments on the 5th of each month beginning July 5 annually, each payment to equal approximately one-twelfth of the total college charges for the year.

An annual service charge of $18 will be made to those choosing the twelve-payment option and will be payable with the first instalment annually. Further details of the payment plans will be included with the annual statement of charges. Inquiries may be directed to the Bursar's Office.

The Faculty may exclude any student from examinations and credit for college work or from the privileges of the College if any college charges against him remain unpaid when due.

No student shall be advanced in class standing until all bills of the previous Semester have been paid, and no degree shall be conferred upon a student who has not paid all his dues to the College, including charges for room and board at a college dining hall. No student shall be dismissed from College on request unless he shall have paid all his college bills, including that of the current session. During the time that bills which are overdue remain unpaid, a student receives no credit for college work.

TUITION: The tuition fee for the 1961-1962 academic year is $625 each Semester or $1,250 for the year. For the academic year 1962-1963 the tuition fee will be not less than $750 each Semester or $1,500 for the year. Any student completing the number of courses required for the degree in less than eight Semesters must pay tuition for eight Semesters. Work taken at other institutions to make up deficiencies in scholarship at Bowdoin shall not relieve the student of the obligation to pay tuition covering eight full Semesters at Bowdoin College. An additional tuition charge of $140 per Semester (not less than $175 in 1962-1963) shall be assessed for each course taken by a student to make up an academic deficiency.

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. The College awards more than $295,000 each year to students who require financial assistance. More detailed information about these awards may be found on pages 156-181.

COLLEGE ROOMS AND BOARD: Freshmen are assigned rooms by the Director of Admissions but may indicate by letter to him their preference in the matter of roommates. All other students should make applications to the Director of the Placement Bureau. An applicant may indicate with whom he wishes to share a room, and the College will honor this preference whenever possible. The suites consist of a study and bedroom which are provided with essential furniture. Students should furnish bed linen, blankets, pillows, pillow slips, and towels. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms. Room rent is $160 a Semester, and board is $250 a Semester.

OTHER COLLEGE CHARGES: All damage done to the buildings or other property of the College by persons unknown may be assessed equally on all the undergraduates. The College collects, in each Semester, Student Activities fees amounting to $20.25. The cost of tuition, board, room, and fees amounts to about $1,060 for the Semester (about $1,185 in 1962-1963). To these items must be added the cost of textbooks, personal expenses (including travel), and fraternity expenses for members of these organizations.

Refunds: Refunds to students leaving College during the course of a Semester will not be made unless for exceptional reasons. Any refund made will be in accordance with the schedule posted by the Bursar of the College.

Medical Attendance: The facilities of the endowed Dudley Coe Memorial Infirmary and the services of the College Physician are available to students without charge. If ill, students should immediately call upon or summon the College Physician.

The College also has group accident and medical reimbursement insurance which provides benefits in cases where the facilities of the Infirmary are not sufficient. Every student is required to avail himself of this protection. The fee is $4 for each Semester.

Automobiles: No freshman shall maintain an automobile at the College. Sophomores and upperclassmen in good standing and not receiving financial aid may maintain cars, provided they are properly registered at the Office of the Dean. Adequate liability insurance is required.

Statistics: Approximately 18,105 students have been matriculated at Bowdoin College, and 12,740 degrees in course have been awarded. Living alumni include 6,249 graduates, 2,206 nongraduates, 86 medical graduates, and 101 honorary graduates.

RESOURCES

The interest-bearing funds of Bowdoin College, at the close of each financial year, for the last ten years were as follows (exclusive of undistributed net gains or losses on the sale of general investments):

June 30, 1952,	$12,312,274.08	June 30, 1957,	$13,815,678.39
June 30, 1953,	12,293,627.92	June 30, 1958,	14,393,993.90
June 30, 1954,	12,393,568.73	June 30, 1959,	15,496,946.63
June 30, 1955,	12,615,536.55	June 30, 1960,	16,305,000.00
June 30, 1956,	13,088,721.55	June 30, 1961,	17,077,588.00

The estimated value of the college buildings and equipment is $8,000,000.

Admission to the College

EACH year a class of 200 to 225 freshmen is chosen from the group of candidates for admission. In selecting the class, the College chooses those candidates whom it believes to be best fitted for its work and who are likely to profit most from it. Previous academic performance, scholastic ability, character, personality, health, purpose, and breadth of interest are the bases on which the general promise of each candidate is judged, and on which the College has established its requirements for admission.

REQUIREMENTS FOR ADMISSION

Secondary School Studies: A student's pattern of courses and record of achievement in secondary school are of primary importance. About seventy-five per cent of the freshman class ordinarily are graduates of public schools, and most of this group rank academically in the top twenty per cent of their respective classes. Generally, grades at or above the college recommending level (usually "B" or higher) are necessary to attain this rank. Class ranks for students from independent schools extend over the upper half of their respective classes.

The College considers the best preparation for its work a program of studies in secondary school consisting chiefly of those fields which are fundamental to the liberal arts: literature, mathematics, foreign languages, history, and science. Between school and college there should be a continuity of work, and whenever possible the subjects taken in the last year of school should be related directly to those to be taken in the first year of college. Ideally, the difference between the work in school and college will be one of degree, but not of kind.

A description of the freshman-year subjects at Bowdoin will be found on page 60. In planning a school program for admission to Bowdoin the requirements for the degree on pages 61-63 will also be of special interest. These requirements shape not only the course of study in college, but also the requirements for admission and consequently, the best pattern of study in secondary school.

The requirements for admission to Bowdoin include the following studies in secondary school: four years of English, three years of one foreign language or two years of each of two foreign languages, three years of mathematics, one year of history, and other work in the same subjects or in the physical and natural sciences.

Any prospective freshman whose program of secondary school studies does not follow the customary pattern for admission to Bowdoin should not hesitate to write to the Director of Admissions. The College is concerned above all with the quality of the preparation of its candidates; and, within the larger framework of its requirements for the degree, it makes each year exceptions of detail in its requirements for admission.

College Board Tests: In their final year of preparation all candidates are required to take the Scholastic Aptitude Test of the College Entrance Examination Board. There is no fixed minimum score for these tests. In general, the Aptitude Test results coincide with the level of achievement demonstrated by the school grades of successful applicants. In a few cases a superior record of grades will offset lower test results, but usually evidence of disparity between scholastic achievement and ability raises doubts about the candidate's readiness to produce consistent and satisfactory work in college. Candidates whose records are not satisfactory in all respects may be asked to take certain of the Achievement Tests given by the Board. The Admissions Office attempts to advise candidates individually about the tests necessary for Bowdoin. When this is not possible, each candidate should follow the instructions of the proper authority at his school.

Bowdoin prefers that its candidates take the Scholastic Aptitude Tests and the Writing Sample on the December testing date. Results of the January testing date are acceptable, but candidates are advised that testing on each of these dates will, in general, not produce results that are significantly different.

Writing Sample: All candidates for admission are required to present the Writing Sample, an exercise in English essay writing. These papers are used both as a factor in admission to the College and for placement of freshmen in an English course.

The College Board tests are given at various centers in each state and many foreign countries several times during the year.

Applications for the tests should be made by mail to the College Entrance Examination Board, P.O. Box 592, Princeton, N. J., or P.O. Box 27896, Los Angeles 27, California. It is advisable for candidates to write early in their senior year for the College Board Bulletin of Information so that they may become familiar with the details of the tests and the application procedure for them.

School Statement: As part of each application the College requires a statement about the candidate by his school principal or headmaster. The statement is an appraisal of the candidate's character, personality, and general academic promise. It is an indispensable part of each candidate's qualifications for admission.

Personal Characteristics: The College insists that candidates possess personal characteristics of high caliber. Strong moral and ethical qualities, decent conduct, integrity, good health, emotional stability, and compatibility in his association with others are essential characteristics. These factors are usually revealed in descriptive statements from school authorities, teachers, friends, alumni and by personal interviews. Significant accomplishments by a candidate in affairs in the school and in the community also disclose information about his personal qualities.

Interviews: Bowdoin does not require personal interviews of all of its candidates. It does, however, feel that such interviews are of mutual benefit to the candidates and the College, and it encourages interested students, whenever it is possible, to arrange meetings either with members of its staff or Bowdoin alumni.

Prospective freshmen are urged to visit the campus, and usually plans for a visit can include an interview with a member of the Admissions Staff. Appointments for interviews should be made in advance. Visits should be made by candidates for admission *before March 20* so that information gained from the interviews can be used by the Director of Admissions in reaching final decisions. The Admissions Office in Massachusetts Hall is open throughout the year from 9 until 5 on weekdays. On Saturdays it is open until noon, except during June, July, and August.

APPLICATION AND ADMISSIONS PROCEDURE

Normally admissions are made about April 15 for the beginning of the college year in September. Candidates should file formal application as early as possible in their last year of school. An application fee of ten dollars will be charged each candidate. This fee will be credited to the term bill if the candidate enters the College; otherwise it is not refundable. The filing date of the application is not a factor in determining qualifications, but applications should be filed *no later than March 1,* since those received after that date can be given only limited consideration. Applications made earlier than a year prior to matriculation are not necessary although inquiries are welcomed since they make possible more extended planning of school preparation.

In January the Admissions Office requests from the schools the transcripts of the applicants' records through the first half of their final year. About April 15 each candidate is notified of the College's decision on his application. Admission at this time is dependent upon the satisfactory completion of the school year, and successful candidates are asked to pay an admission fee of $25 which is credited to their fall term bills. Bowdoin subscribes to the Candidates Reply Date Agreement, which sets May 1 as the deadline for candidates to notify the College of their decisions.

Admission with Advanced Standing: A limited number of students from other colleges and universities may be admitted each year to upperclass standing at Bowdoin. Candidates for transfer admission should submit early in the Spring transcripts of their college and school records, results of College Board Tests, and statements of character and academic standing from their colleges. The records of transfer candidates should be of good quality in a course of study which approximates the work that would have been done at Bowdoin had they entered as freshmen. At least one full year of residence at Bowdoin is required for the degree, but admission to the senior class is not usually granted.

Bowdoin participates in the School and College Plan for Advanced Study and grants both advanced standing in courses and credit toward graduation to properly qualified students. Under this plan selected secondary schools give special work to some of their students who upon examination may be given advanced credit and placement by the participating colleges. This plan is intended to provide an opportunity for unusually qualified students to extend the range of the work that they may do in both school and college. Occasionally, it may permit a student to complete his college course in less than the usual time.

Special Students: Special-student status is granted to persons who do not wish to become candidates for the degree but wish to pursue studies in regular classes. Admission is based upon evidence of maturity and seriousness of purpose, and adequate preparation for the work to be undertaken. No student is permitted to continue in special standing more than two years. Men who enter as special students and who later wish to become candidates for the degree must satisfy all of the regular requirements for admission to the College.

PROCEDURE FOR APPLICATION FOR FINANCIAL AID

Bowdoin is one of more than one hundred and fifty colleges which ask candidates for financial aid to file information through the College Scholarship Service, P.O. Box 176, Princeton, New

Jersey, or P.O. Box 27896, Los Angeles 27, California. This organization has been formed to simplify scholarship procedures and to make decisions on awards as fair as possible. Each applicant for financial aid should obtain the Parents' Confidential Statement Form from his school and request the College Scholarship Service to forward a copy of this statement to Bowdoin. *No other form is required by Bowdoin, and application for assistance is complete upon receipt of the Parents' Statement and the completed application for admission.* March 1 is the deadline for filing these applications. Additional material about the program of financial aid at Bowdoin may be found on pages 156-181.

Awards of financial aid are made by the Committee on Student Aid in April and are announced with the letters of admission.

All correspondence concerning admission to the College and prematriculation scholarships should be addressed to the Director of Admissions, Bowdoin College, Brunswick, Maine.

The Curriculum

THE objectives of the College are clearly stated in BOWDOIN: A LIBERAL COLLEGE on pages 18-19 of this catalogue. Through the years the College has clung to those objectives. It has sought to teach its students:

(1) To be more widely informed and more deeply understanding by helping them to gain a more accurate knowledge of the world in which they are living by means of an awareness of the contributions of the arts and sciences of the ancient and modern civilizations;

(2) To become wiser by training them to think analytically, and encouraging them to develop a set of values by which to order their lives, and to make relevant use of their knowledge for the common good; and

(3) To be more effective by developing their power to give clear, cogent, and interesting oral and written expression to what they think and believe.

Recently the College has reviewed its requirements and its curriculum in a "Self-Study" made possible by a grant from the Fund for the Advancement of Education of the Ford Foundation. The revised program falls into two well-defined stages—each with its own requirements and objectives—leading to the degree of Bachelor of Arts. The first of these stages, designed to provide breadth of education, is based upon the principle of distribution. In it the student is introduced to several of the great fields of knowledge, including an introduction to the possibilities of the laboratory, and he is given a close look under scholarly direction at one field of literature. He develops through constant practice his ability to write and speak and he sharpens his powers of analysis by experience in various subjects under no less various instructors. The foundations thus laid, the student is in a position to develop his interests.

The second of the stages is based upon the principle of concentration. Its chief feature is the major program which seeks to add depth to a student's knowledge of some one field and through this intensification to bring a quickening interest, to teach the student to coördinate what he knows so that he may see knowledge as a whole, and to train him to organize and present his material so that he can communicate it effectively to others. The details of this plan of concentration are explained in THE SECOND TWO YEARS on pages 63-65, and the succeeding sections on the major program.

THE FRESHMAN YEAR

The program for a freshman is:

(1) *English 1-2* or an advanced course in English for which he may qualify, and *English 3-4*.

(2) *Hygiene* or *Military Science;* and *Physical Education.*

(3) A course toward the satisfaction of the language requirement. That course may be any one of the following or a more advanced course in the same Department: *French 1-2; German 1-2; Greek 1, 2; Latin 3, 4; Russian 1-2; Spanish 3-4.* (Students electing *Spanish 3-4* must first pass a qualifying examination given by the Department.)

(4) A year's work in laboratory science or a year's work in mathematics.

(5) A second language, ancient or modern, or any course which is open to him offered by a major Department in Division II or III.

The courses at present open to freshmen in Divisions II and III are:

Biology 1-2
Chemistry 11-12
Government 1-2
History 1-2
Mathematics 15-16
Mathematics 11, 12
Mathematics 14
Philosophy 11-12
Physics 11-12
Sociology 1-2

Freshmen should note especially item 5 in ADDITIONAL REGULATIONS on page 68.

THE SOPHOMORE YEAR

Two courses in each Division into which the curriculum is divided must be completed by the end of the Sophomore year. (In special programs such as the Combined Plan it may be necessary to allow greater flexibility in some cases.) Courses leading to the completion of the requirements in foreign languages and in oral and written English must ordinarily be continued until the requirements are satisfied. Five regular courses and *Physical Education* must be taken each Semester, except that students enrolled in the Military Science program have the option of postponing their fifth course to the Junior year.

By the end of his Sophomore year each student must choose both his major subject after consultation with the Department concerned, and a minor planned with and approved by that Department.

Sophomores should note especially item 5 in ADDITIONAL REGULATIONS on page 68.

REQUIREMENTS FOR THE DEGREE

For the degree of Bachelor of Arts the student must fulfill the requirements listed below:

I. DISTRIBUTION REQUIREMENTS

In order to provide his entire program with suitable breadth, each student is required to meet certain distribution requirements. For this purpose the curriculum is divided into the following three divisions:

Division I *The Humanities*	*Division II* *Mathematics & Sciences*	*Division III* *The Social Studies*
Art	*Astronomy	Economics
Classics	*Biology	Government
English	*Chemistry	History
French	*Geology	Philosophy
German	Mathematics	Sociology
Greek	*Physics	
Italian	Psychology	
Latin		
Music		
Philosophy		
Religion		
Russian		
Spanish		

Each student is required to complete four semester courses in each Division. Two of the courses in each Division must be completed by the end of the Sophomore year. No more than two Semesters in any one subject may be counted toward meeting the distribution requirements. Division I of the distribution requirement is satisfied only by courses at the literature level in foreign language Departments and only by courses counting toward the major in the Department of English.

(In special programs such as the Combined Plan it may be necessary to allow greater flexibility in some cases.)

The starred subjects satisfy the laboratory science requirement.

NOTE: Astronomy and Geology satisfy the laboratory science requirement only for students with a year's work in college mathematics.

II. SPECIFIC REQUIREMENTS

A. ORAL AND WRITTEN ENGLISH:

1. *English 1-2* and *English 3-4* (Public Speaking).
2. Acceptable English in both oral and written work in all courses.

B. HYGIENE AND PHYSICAL EDUCATION:

1. *Hygiene.* (Students electing *Military Science* are relieved of this requirement.)
2. Two years of *Physical Education.*

C. FOREIGN LANGUAGES:

The requirement may be completed in three ways:

1. By taking two years of French, German, Spanish, Russian, Greek or Latin.
2. By taking a year course in the literature of one of the above languages.
3. By taking a year course in advanced oral composition in French, German or Spanish.

NOTE: Students electing Spanish to satisfy the language requirement must begin at the second or third-year level after passing a qualifying examination.

D. LABORATORY SCIENCE:

Completion of two Semesters in laboratory science. This requirement must be undertaken not later than the beginning of the Junior year. The courses taken count toward the distribution requirement.

E. LITERATURE:

Completion of two Semesters of literature in the original language. The courses taken may count toward the distribution requirement and the language requirement.

F. MAJOR AND MINOR:

Completion of a major field of concentration and of a minor.

G. COURSES AND GRADES:

1. To be eligible for a degree, a candidate must have completed thirty-four semester courses or their equivalent and either the major course of his Department or the two semester courses offered in lieu of the comprehensive examination.
2. Each student is required to achieve a grade of C– or higher in at least 20 semester courses offered to fulfill the course requirement for graduation.

3. A year-course is equivalent to two semester courses. *English 3-4; Hygiene; Military Science 11, 12, 21, 22;* and *Physical Education* are not counted in the requirements set forth in G.

H. RESIDENCE:

To be eligible for a degree, a candidate must have been in residence at Bowdoin College for at least one year.

Beginning with members of the Class of 1962, no student shall be permitted to remain at Bowdoin for more than nine Semesters of full-time work.

N.B. In fulfilling the requirements for the degree any student especially qualified to do so may take a course not otherwise open to him in lieu of the one required with the consent of the Department concerned and of the Recording Committee.

THE SECOND TWO YEARS

The Bowdoin curriculum is based upon the principles of distribution and concentration. The requirements of the first two years, while permitting a wide range of choice among Departments and among courses within each Department, have been planned to insure a proper attention to fundamentals, and to serve as a basis for intelligent specialization in the upperclass years. In the second two years the student completes his distribution requirements, has considerable opportunity for the free election of courses, and, most important of all, carries out his major program. This experience gives the student an opportunity to develop his powers:

(1) By adding depth to his knowledge so that he may know, not only something about a great many things, but also much about some one thing; with this intensification should come quickening interest;

(2) By training him to coördinate what he knows and to relate one thing to another so that he may begin to see knowledge as a whole and not as isolated bits of information;

(3) By requiring him to organize and to present what he knows so that he can communicate it effectively.

To some extent at least the first two years depend upon discipline. The requirements for the most part are laid down for the student. The last two years depend upon interest. Here the student must be prepared to make broad choices on his own responsibility.

MAJOR PROGRAMS

A major program is offered by every Department which has been authorized by the Faculty to do so. The departmental requirements for each major are listed in COURSES OF INSTRUCTION on pages 71-135.

Special major programs, involving work in more than one Department and designed to meet an individual, cultural or professional objective, may be offered if approved by the Faculty on recommendation of the Curriculum and Educational Policy Committee and of the Departments concerned.

THE CHOICE OF A MAJOR

Each student must choose his major by the end of his Sophomore year after consultation with the Department concerned. During the week preceding the spring vacation, the Registrar shall post hours for Faculty conferences with Sophomores regarding choice of a major. No student may major in a Department unless he has satisfied the Department that he is able to do work of at least C– quality in its courses. Changes in major programs may take place only with the permission of the Recording Committee following the submission of a written request stating the reason for the change. Such request must also be approved by the Departments concerned.

THE REQUIREMENTS FOR THE COMPLETION OF A MAJOR PROGRAM

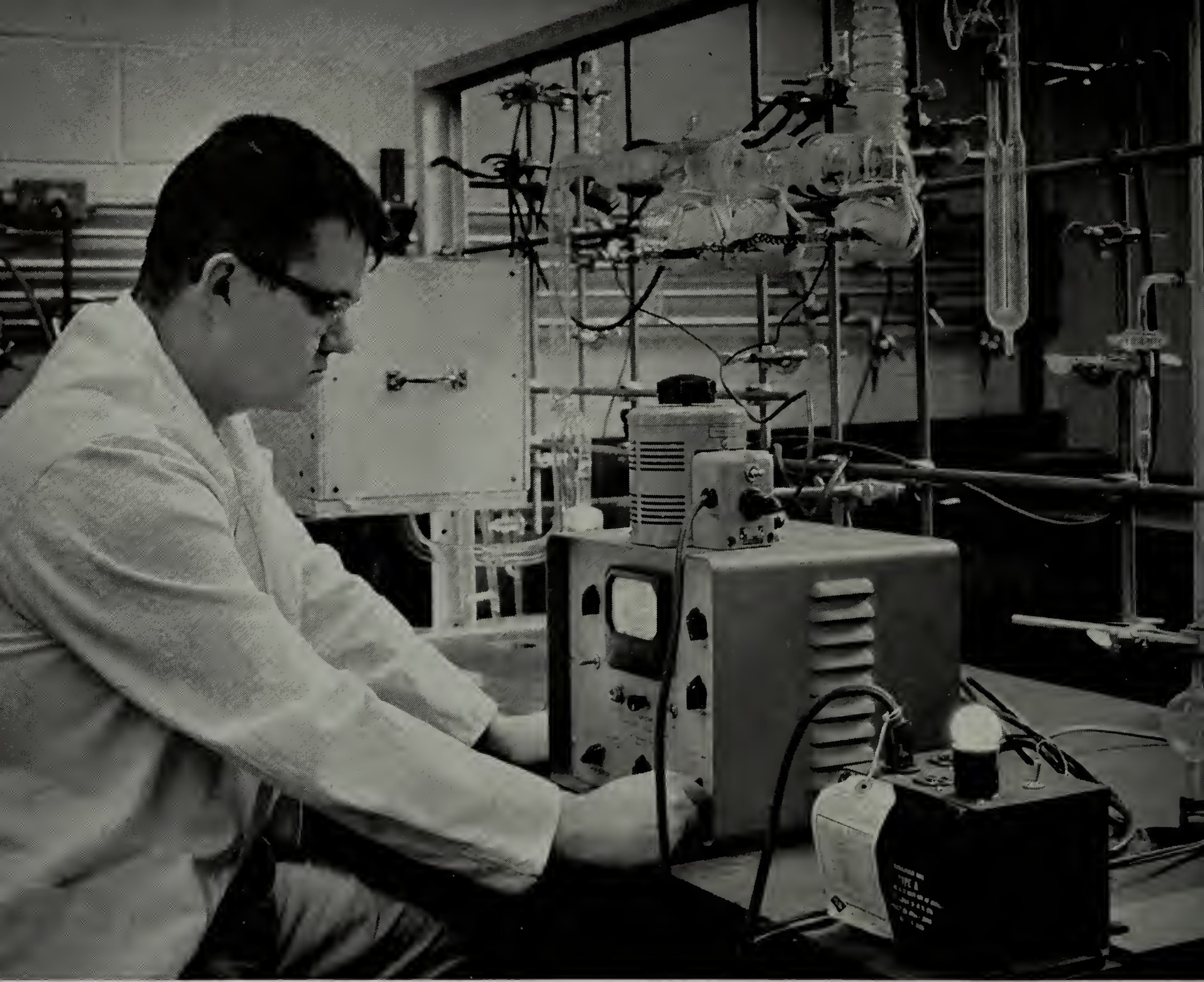
Each student shall pass at least six semester course units approved by the major Department, and, where appropriate, the major course, with a grade of C– or better in more than half of those offered for the major or of those used to satisfy the course requirements of the Chemistry, Mathematics, or Physics Departments.

Each student shall complete a minor planned with and approved by his major Department, consisting of four semester units in one Department, or two semester units in each of two related Departments.

Each student shall pass a comprehensive written examination, and, if required by the Department, an oral examination. The Departments of Chemistry, Mathematics, and Physics may permit a student to substitute for the comprehensive examination two extra courses in addition to those otherwise required for graduation.

Above: *The Walker Art Building is open to the community as well as the* → *College, and for more than sixty years has occupied a central place on the campus. Its permanent collections and temporary exhibitions are enjoyed annually by hundreds of public school students and their teachers.*

Below: *Bowdoin's twelve fraternities compete annually for the coveted Wilmot Brookings Mitchell Debating Trophy. The debates are held in the various chapter houses and are usually lively as well as informal affairs.*



Each student shall take a regular course in his major Department in each Semester of his Senior year.

THE MAJOR COURSE

Each student who is to take a comprehensive examination shall complete satisfactorily the major course of his Department which shall be in addition to those otherwise required for graduation. The major course shall consist of at least four seminars or conferences in each of the last four Semesters, and shall include a substantial amount of written work. The Departments of Chemistry, Mathematics, and Physics, in special cases, may waive the two extra courses referred to above, and require equivalent major work in the Senior year as preparation for a comprehensive examination.

A Department may give warnings in its major course; such warnings shall be equivalent to those given in other courses. The grade for the major course may or may not be the same as that given for the major examination. It shall not be given until the major examination has been taken.

ADMINISTRATIVE PROVISIONS

Major examination grades shall be recorded on the student's transcript of grades. Announcement of the results shall be made through the Dean's Office only.

Students who have passed their major examinations with a grade of B– or better shall be exempted, if they so desire, from the final examinations in the courses being offered for their major after consultation with the faculty members concerned.

Students who fail in the major examination are entitled to reexamination only with the consent of the Department concerned and of the Recording Committee. Save in exceptional circumstances such reëxamination shall not be given until the lapse of at least a three-month interval.

A student shall normally take his major examination during his final Semester. Any student who is authorized by the Recording Committee to complete his work for the degree by taking summer courses shall with the consent of the Dean take a major examination in the regular period of the Spring Semester.

The major examination shall be given during a period immediately preceding final examinations, as designated by the Dean. The date shall be listed in the college catalogue.

← *Students in advanced courses in Chemistry are encouraged to take full advantage of the admirable laboratory equipment in Parker Cleaveland Hall which houses the Departments of Chemistry and Geology. In* 1960-1691 *special projects in both Chemistry and Geology were completed successfully by gifted students holding Undergraduate Research Fellowships* (cf. p. 210).

THE HONORS PAPER

A student with honor grades, i.e., B– or better, in courses offered in his major subject (or, for the exceptional case of the candidate admitted with lower grades, an honor's grade average) may during his Junior year become a candidate for a major with honors and as such will prepare an honors paper under tutorial supervision. In exceptional cases a Department may also accept as candidates students with lower grades. A definitive plan for the honors paper must be presented by the student, approved by the Department, and filed in the Dean's Office by December 1 of his Senior year. A project in music, the fine arts, or letters may be substituted for the honors paper, and shall be accompanied whenever appropriate by a supplementary written explanation. The honors work described above shall be graded and shall count as a course unit in the final Semester. The honors work for the major may be a special project as described below.

SPECIAL HONORS PROJECT

A student considered by his major Department to have exceptional promise for individual work may with the endorsement of the Department submit to the Recording Committee a special honors project in the field of his major work. A definitive plan shall be submitted during the Semester immediately preceding inception of the project. To pursue this project the student may with the consent of the Recording Committee be released from not more than four courses in the final three Semesters as specified in the plan submitted. A student to be eligible must have completed satisfactorily five Semesters, and must have arranged a future course schedule that will fulfill all group, language, and other curricular requirements as well as such course work of the major as his Department shall require. A grade for the project shall be entered on the student's record in lieu of the grades for the courses from which he was released. A student may by agreement between himself and his major Department discontinue a special honors project. On recommendation of the Recording Committee he may receive credit and a grade for those Semesters that have been completed.

THE AWARD OF HONORS

Departmental Honors

Award of departmental honors shall be on the basis of: (a) honor grades in the major course units required, and, when offered, in the major course; (b) honor grades in a written and oral comprehensive examination, or in the two extra courses required as an equivalent by the Departments of Chemistry, Mathematics, and Physics; (c) initiative, originality, and high attainment in the honors work under tutorial supervision as evidenced by an honor grade.

All written work accepted as fulfilling honors requirements shall be deposited in the library in a form specified by the Library Committee.

The degree with honors in his major subject shall be awarded to a student who has exceptionally distinguished himself in that subject. It shall be awarded in three grades: with *honors,* with *high honors,* and with *highest honors.* The award shall be made by the Faculty on the recommendation of the Department.

General Honors

A degree *summa cum laude* shall be awarded to a student who has obtained an average grade of 93.5 or better in the necessary number of Bowdoin courses presented for the degree, who has been in residence at Bowdoin for at least three years, and who has been awarded at least *high honors* in his major subject.

A degree *magna cum laude* shall be awarded to a student who has obtained an average grade of 93.5 or better in the necessary number of Bowdoin courses presented for the degree and who has been in residence at Bowdoin for at least three years; or who has obtained an average grade of 91.5 or better in the necessary number of Bowdoin courses presented for the degree, who has been in residence at Bowdoin for at least two years, and who has been awarded at least *honors* in his major subject.

A degree *cum laude* shall be awarded to a student who has obtained an average grade of 85.0 in all Bowdoin courses presented for the degree.

ADDITIONAL REGULATIONS

1. Religious Exercises: Chapel services are held each weekday at 10:10 a.m. in the College Chapel, and vesper services are held on Sundays at 5:00 o'clock. Attendance at these exercises is governed by regulations laid down by the College.

2. Courses: Juniors must take four courses, or five if they used the option of postponing their fifth course in Sophomore year because of the requirement in Military Science. Seniors and Special Students are required to take four regular courses each Semester.

3. Course Examinations: The regular examinations of the College are held at the close of each Semester. An absence from an examination entails the mark of zero. In the event of illness or other unavoidable cause of absence from examination, the Dean may authorize make-up of the examination.

4. Rank: The rank of a student in each course is computed on a scale of 100, but is preserved on the college records in the letters *A, B, C, D,* and *E.* They signify the following ranks: *A*+ 97-100, *A* 94-96, *A*– 90-93, *B*+ 87-89, *B* 84-86, *B*– 80-83, *C*+ 77-79, *C* 74-76, *C*– 70-73, *D*+ 67-69, *D* 64-66, *D*– 60-63 (Grades of *D*+, *D,* and *D*– denote passing, but unsatisfactory work), *E* a rank lower than 60 and a failure. In computing final class standings the best thirty-four courses will be counted including all required courses.

5. Deficiency in Scholarship: Students receive a major warning and are placed on probation if they are reported to be below passing in two or more of their regular courses at any warning period (middle and end of each Semester). Major warnings at two successive warning periods or at the end of two successive Semesters render a student liable to dismissal from college for deficiency in scholarship. Freshmen, however, are usually given a full college year in which to become adjusted to college work.

During his first two Semesters at Bowdoin, each student must secure a minimum of two semester grades of C– or higher to be permitted to remain in college. Terms of readmission, if any, for students dropped under this rule shall be set by the Recording Committee.

During the first four Semesters, each student must secure at least eight semester grades of C– or higher to be permitted to remain in college. Students failing to meet this standard are dropped and their probation is closed. Grades in *English 3-4, Hygiene,* and *Military Science 11, 12, 21, 22* are not counted in this tabulation, nor are grades in courses taken at other colleges.

6. Reports of Standing: A report of the ranks of each student is sent to his parents or guardian at the close of each Semester.

PRE-ENGINEERING PROGRAMS

Students desiring to enter the profession of engineering may qualify for the degree of Bachelor of Arts from Bowdoin College and also for a degree in engineering in a total of five years (instead of the six years normally necessary for both degrees) by completing one of the joint programs described below. After three years of study at Bowdoin, during which the usual language, literature, and distribution requirements must be satisfied, students become eligible for recommendation to the coöperating engineering institutions provided that sufficiently good grades have been achieved in the prescribed courses; in most instances honor grades will be required for recommendation by the College. Students wishing to avail themselves of one of these plans should notify the Dean of Bowdoin College at the beginning of their Freshman year because the programs require a very definite pattern of courses.

Bowdoin-California Institute of Technology Three-Two Plan

For recommendation to the California Institute of Technology under the Three-Two Plan a student must have completed the following courses in mathematics and science:

Mathematics 11, 12, 21, 22, 31 plus one other semester course;
Physics 11-12, 21, 22, 31, 32;
Chemistry 11-12 (plus additional courses for students anticipating chemical engineering).

The social studies requirement will normally be fulfilled by taking Economics and American History.

Recommended students are assured of admission to C.I.T. as juniors. The Bowdoin degree will be awarded to such students upon notification from the Institute that they have received their degrees from C.I.T.

Bowdoin-Columbia School of Engineering Combined Plan

Students enrolled in the Columbia Combined Plan are encouraged to take their Bowdoin electives in the general, broad liberal arts field. They must, however, complete two years of Mathematics and three or more years of Physics and Chemistry, the distribution between the two sciences depending upon the type of engineering contemplated. Recommended students are assured of admission to the School of Engineering as juniors after a five to eleven weeks' summer school at Camp Columbia. The Bowdoin degree will be awarded to such students upon notification from the School of Engineering that they have received their degrees from Columbia.

Bowdoin-Massachusetts Institute of Technology Two-Degree Plan

Since 1937 Bowdoin College has been sending students to the Massachusetts Institute of Technology under conditions similar to those of the Plans listed above. At present, because of the large number of colleges participating, M.I.T. reserves the right to scrutinize the records of all students applying for transfer before granting admission.

Students enrolled in the M.I.T. Two-Degree Plan take Mathematics and Physics in all three years and Chemistry in Sophomore and possibly Junior years, depending upon the courses contemplated at M.I.T. Recommended students enter M.I.T. as juniors after, in some cases, an intervening summer term. The Bowdoin degree will be awarded to such students upon notification from the Institute that they have received their degrees from M.I.T.

Programs under this plan can be arranged in Architecture (requiring three years at Bowdoin, followed by three years at the Institute), City Planning, Food Technology, Geophysics, Industrial Management, Quantitative Biology, and Science Teaching, as well as in the various branches of engineering.

PRE-MEDICAL STUDIES

Students contemplating the study of medicine are advised to arrange their undergraduate course as early as possible, with this end in view. Pre-medical students should take college courses in Biology, Chemistry, and Physics, to satisfy the requirements for admission to medical schools.

RESERVE OFFICERS' TRAINING CORPS

A voluntary curriculum of Military Science in the Reserve Officers' Training Corps was established at Bowdoin in the Spring of 1950. Successful completion of the four-year program will enable eligible students to receive commissions as Second Lieutenants in the United States Army Reserve, at graduation. The courses in Military Science are described on pages 112-115, and an account of the regulations and financial allowances is contained on pages 137-138 of this bulletin.

Courses of Instruction

ARRANGEMENT: The departments of instruction in the following descriptions of courses are listed in alphabetical order.

TIME AND PLACE OF CLASSES: A schedule containing the time and place of the meeting of all courses will be issued before each period of registration.

YEAR COURSES: Courses marked with an asterisk are year courses, and, if elected, must be continued for two consecutive Semesters.

BRACKETED COURSES: All courses that cannot be scheduled for a definite Semester are enclosed in brackets.

Art

PROFESSOR BEAM, *Chairman;* ASSISTANT PROFESSOR SCHMALZ

REQUIREMENTS FOR THE MAJOR IN ART: A major consists of the major course and six semester units chosen from the courses offered by the Department. Students who major in Art must take *Art* 1, 2, and, if possible, *Art* 11, 12, as introductions to the field during their Sophomore year or as soon thereafter as possible. A more complete statement of the major program will be found on pages 64-66.

PREREQUISITE REQUIREMENTS FOR COURSES IN ART: Completion of either *Art* 1, 2 or *Art* 11, 12 is prerequisite for admission to any of the advanced courses in art (i.e. *Art* 3 through *Art* 9). The instructor, if consulted in advance, may make an exception to this rule in the case of an individual student who already has a background equal to *Art* 1, 2 or *Art* 11, 12.

1. *General Introduction to the Appreciation and History of Art.* Fall 1961 and Fall 1962. MR. BEAM.

   An introduction to a systematic interpretation of the nature, methods, and history of the visual arts: architecture, sculpture, painting, drawing, and design. The course is designed to provide both an elementary understanding of art and a basis for more advanced study.

2. *Continuation of Course* 1. Spring 1962 and Spring 1963. MR. BEAM.

   Prerequisite: *Art* 1.

3. *The Art of Antiquity.* Fall 1962. Mr. Beam.

A general study of architecture, sculpture, and painting in the Mediterranean Basin and Europe during ancient times, with emphasis upon the art of ancient Greece.

Prerequisite: *Art* 1, 2 or *Art* 11, 12.

4. *The Art of the Middle Ages.* Spring 1963. Mr. Beam.

Designed to follow *Art* 3, this course deals with the art of Europe between the decline of Rome and the rise of the Renaissance, with some emphasis upon the flowering of Gothic art.

Prerequisite: *Art* 1, 2 or *Art* 11, 12.

5. *European Art of the Renaissance.* Fall 1963. Mr. Beam.

A survey of European architecture, sculpture, and painting of the Renaissance from the fourteenth through the sixteenth centuries, especially in Italy. A careful study will be made of such great masters of the period as Giotto, Michael Angelo, Raphael, Titian, Van Eyck, Bruegel, and Dürer.

Prerequisite: *Art* 1, 2 or *Art* 11, 12.

6. *European and American Art of the Seventeenth and Eighteenth Centuries.* Spring 1964. Mr. Beam.

A comprehensive view of the Post-Renaissance period of European and American art in the Baroque and Rococo styles. Special attention is given to the national schools that arose in Spain, Flanders, Holland, France, England, and Colonial America, and to such great masters of the time as Caravaggio, Bernini, El Greco, Velasquez, Van Dyck, Rembrandt, Hals, and Hogarth.

Prerequisite: *Art* 1, 2 or *Art* 11, 12.

7. *Modern Art.* Fall 1961. Mr. Beam.

The main movements in architecture, painting, and sculpture of Europe and America from the beginning of the Industrial Revolution to the present day are considered, with emphasis during the first Semester on painting and sculpture and such modern pioneers as Goya, Turner, Constable, Daumier, Millet, Manet, Degas, Toulouse-Lautrec, Renoir, Cézanne, Gauguin, Van Gogh, Rodin, Maillol, Winslow Homer, Matisse, and Picasso.

Prerequisite: *Art* 1, 2 or *Art* 11, 12.

8. *Continuation of Course* 7. Spring 1962. Mr. Beam.

Emphasis during this Semester will be on architecture, and the work of such leaders in that field as Jefferson, Richardson, LeCorbusier, Gropius, and Frank Lloyd Wright.

9. *The Art of the Orient.* Fall 1962. MR. SCHMALZ.

A survey of the architecture, sculpture, and painting of the Near and Far East, especially Persian painting, Indian Sculpture, Chinese painting and sculpture, and Japanese painting, prints, and architecture. Attention will also be given to ceramics and other minor arts in which the Orient has excelled.

Prerequisite: *Art* 1, 2 or *Art* 11, 12.

11. *Principles of Design, Expression, and Interpretation in Art.* Fall 1961. MR. SCHMALZ.

An elementary study of the principles of design underlying artistic expression, augmented with actual practice in drawing and painting. No previous experience is necessary, but permission of the instructor is required. Three two-hour meetings weekly in classroom and studio. The instruction is intended to provide both an introduction to the history and appreciation of art and the essential elements for more advanced study.

12. *Continuation of Course* 11. Spring 1962. MR. SCHMALZ.

Prerequisite: *Art* 11, or the permission of the instructor.

13. *Advanced Design.* Fall 1962. MR. SCHMALZ.

A study of the principles of drawing, painting, and design, primarily through actual practice in drawing and painting. Practice in oil painting will also be given. Some practice in sculpture and architectural designing will be given if time permits. Three two-hour meetings weekly in classroom and studio.

Prerequisite: *Art* 11, 12, or the permission of the instructor.

14. *Continuation of Course* 13. Spring 1963. MR. SCHMALZ.

Prerequisite: *Art* 13, or the permission of the instructor.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The major course will consist of at least six seminars in each of the last four Semesters. These meetings are planned to help students meet two requirements. The first of these is an examination, given normally at the end of the Junior year, to test the student's comprehensive knowledge of the history of

Western art, and the Bible, the lives of the major saints, and classical mythology insofar as these have been illustrated in art. The second examination falls at the end of the Senior year and is meant to test the major student's knowledge of a special field of art of his own choosing upon which he has concentrated during his final year in college.

200. *The Honors Paper.* Spring Semester in the Senior year. THE DEPARTMENT.

A candidate for honors is required to write an honors paper under the tutorial supervision of a member of the Department. A definitive plan for this essay must be presented by the student, approved by the Department, and filed in the Dean's Office by December 1 of the candidate's Senior year.

300-303. *Special Honors Project.* MR. SCHMALZ.

A student may substitute a creative project in one of the visual arts for the usual written honors paper under the tutorial supervision of the instructor in studio art. The project must be accompanied, when finally submitted, by a full and adequate written description of its underlying purpose. A definitive plan for the project must be presented by the student, approved by the Department, and filed in the Dean's Office by December 1 of the candidate's Senior year.

A student desiring to submit a plan for special honors work involving the release from some courses should submit his request to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 66 for a statement of the rules governing special honors projects.

Astronomy

ASSISTANT PROFESSOR JONES

1. *The Solar System.* Fall 1961 and Fall 1962.

A non-mathematical survey of our present knowledge of the earth, moon, planets, asteroids, meteors, comets, and satellites both natural and man-made. A study of the positions, motions, shapes, sizes, masses, physical conditions and evolutions of these celestial bodies.

2. *Stellar Astronomy.* Spring 1962 and Spring 1963.

A non-mathematical survey of our sun as a star, our Milky Way as a galaxy and the metagalaxy beyond. Emphasis is placed on the interpretation of stellar spectra and of data obtained by both optical and radio telescopes.

NOTE: *Astronomy* 1-2 fulfills the laboratory science requirement for the degree for students with a year of college mathematics, if supplemented by regular weekly laboratory work consisting of appropriate optical measurements, the determination of time and position, and the use of the sextant in aerial and marine navigation.

Biology

PROFESSOR GUSTAFSON, *Chairman;* ASSOCIATE PROFESSOR MOULTON, ASSISTANT PROFESSOR HUNTINGTON, AND DR. TOFT

REQUIREMENTS FOR THE MAJOR IN BIOLOGY: A major consists of *Biology* 1-2 and any four additional units excepting *Biology* 7 or 8. A minor may be taken in Chemistry or Physics, or, under unusual circumstances, in some other field. Major students are required to elect *Chemistry* 11-12 and 25, 26, a year of college Mathematics, and *Physics* 11-12.

*1-2. *General Biology.* Offered every year. THE DEPARTMENT.

An examination of fundamental biological phenomena, theories, and principles based upon material selected from both the plant and animal kingdoms. Special attention is given to the methods of scientific investigation, the relationship of biology to other fields of endeavor, and to man and his environment. Representative organisms and their functions are studied in the laboratory. Lectures and three hours of laboratory work each week.

3. *Comparative Anatomy of the Vertebrates.* Fall 1961. MR. TOFT. Fall 1962. MR. MOULTON.

A survey of vertebrate morphology. Emphasis will be placed upon the evolution of mammalian organ systems. Laboratory work will consist of dissection and study of comparable systems in representative vertebrates. Lectures, conferences, and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2.

5. *Vertebrate Histology.* Fall 1962. MR. TOFT. Fall 1964. MR. MOULTON.

A survey of the microscopic anatomy of animal cells and tissues. Course material includes the characteristic microscopic structure of the various body tissues. An examination is made of the possible relations of structure and function within the tissues. Opportunity for practice in technique of tissue preparation is provided as part of the laboratory work. Lectures, conferences, and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2.

6. *Vertebrate Embryology*. Spring 1962. MR. MOULTON. Spring 1963. MR. MOULTON.

A survey of earlier stages of the development of the reproductive cells, maturation, fertilization, cleavage, formation of the germ layers, primitive segments, and the formation of fetal membranes. Study of a series of preparations illustrating the early development of vertebrates with emphasis on the chick and pig is included in the laboratory work. Lectures, conferences, and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2.

7. *Special Laboratory and Field Investigations*. Fall 1961 and Fall 1962. MEMBERS OF THE DEPARTMENT.

Original field and laboratory biological investigations under the direction of some members of the staff. Open by permission of the Department to students with high grades and requisite training majoring in biology.

8. *Special Laboratory and Field Investigations*. Spring 1962 and Spring 1963. MEMBERS OF THE DEPARTMENT.

Continuation of *Biology* 7. Men electing *Biology* 7 are ordinarily expected to elect *Biology* 8; rarely will a student be permitted to elect *Biology* 8 without having taken *Biology* 7.

9. *Genetics*. Fall 1961 and Fall 1962. MR. GUSTAFSON.

A survey of the development of ideas on variation and heredity, the physical basis of inheritance, applications to plant and animal breeding, relationships of genetics to the theories of evolution, inheritance in man, and eugenics. Laboratory work in experimental breeding. Lectures, conferences, and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2.

10. *Ornithology*. Spring 1962 and Spring 1963. MR. HUNTINGTON.

A study of the biology of birds, especially their behavior and ecology. The laboratory work includes the study of the college collection of North American birds. Field trips include a visit to the Bowdoin Scientific Station at Kent Island (see page 154 of the catalogue).

Prerequisite: *Biology* 1-2.

11. *Invertebrate Zoölogy.* Fall 1961 and Fall 1963. MR. MOULTON.

A survey of invertebrate animals—their varieties, morphology, development, evolution and behavior. Laboratories will include the study, through dissection and experiments, of representative invertebrates of each group considered so far as possible. A series of field trips will emphasize the study of invertebrate associations, habitats and seasonal fluctuations. Course work will include the preparation and class presentation of illustrated laboratory reports. Lectures, field trips and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2.

12. *Biology of Plants.* Spring 1962 and Spring 1963. MR. GUSTAFSON.

A brief survey of the plant kingdom with emphasis on the fundamental principles and problems of botany. Laboratory work includes an examination of varied material from all groups of plants supplemented by field trips investigating the local flora. Lectures and three hours of laboratory work each week.

Prerequisite: *Biology* 1-2.

15. *General Physiology.* Fall 1961 and Fall 1962. MR. HUNTINGTON AND MR. TOFT.

A study of the principles of general physiology as shown by the individual cell, the organ system, and the organism as a whole. Laboratory work illustrates the application of physical and chemical principles to the quantitative study of biological phenomena. Lectures, conferences, and three hours of laboratory work each week.

Prerequisites: *Biology* 1-2, *Chemistry* 11-12, and permission of the Department.

16. *General Physiology.* Spring 1961 and Spring 1962. MR. HUNTINGTON AND MR. TOFT.

Continuation of *Biology* 15.

Prerequisites: *Biology* 15; *Chemistry* 25-26 recommended.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The major course is designed to introduce subject matter not offered in the regular departmental courses or not elected by some major students; to intensify the study of certain selected areas; to amplify, integrate, and gain perspective on the whole field of Biology; and to provide preparation for the Senior comprehensive examinations. Conducted by means of individual and group conferences as well as seminars, it provides opportunity for writing, presenting, and discussing papers in fields of special interest. A Senior thesis is normally written as an integral part of the work.

200. *The Honors Paper.* Spring Semester in the Senior year. THE DEPARTMENT.

Candidates for honors are required to write an honors paper based on original laboratory or field investigation conducted under the supervision of a member of the Department. See page 66 of the college catalogue for a statement of the conditions governing such projects.

300-303. *Special Honors Project.* THE DEPARTMENT.

With the approval of the Department and the consent of the Recording Committee students may be released from not more than four courses in their final three Semesters for work on a special research project.

Chemistry

PRESIDENT COLES; PROFESSOR ROOT, *Chairman;* PROFESSOR KAMERLING, AND ASSISTANT PROFESSORS HIEBERT AND JONES

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY: The required courses consist of *Chemistry* 23, 24, 25-26, 35, 41, and 100. Two additional courses approved by the Department may be offered in place of the major course and the comprehensive examination; these are in addition to those normally required for graduation.

*11-12. *General Chemistry.* Offered every year. PRESIDENT COLES, MESSRS. ROOT, KAMERLING, AND HIEBERT.

An introduction to the facts and theories of chemistry, and their application in industry and everyday life. The laboratory work will include both qualitative and quantitative analytical methods. Lectures, conference, and four hours of laboratory work each week.

23. *Physical Chemistry.* Fall 1961 and Fall 1962. MR. HIEBERT.

A study of the structure of atoms and molecules; the solid, gaseous, and liquid state; chemical thermodynamics including equilibrium, electro-chemistry, and the phase rule; chemical kinetics. Lectures and four hours of laboratory work a week.

Prerequisites: *Mathematics* 11, 12, *Physics* 11-12, and a previous course in Chemistry.

24. *Continuation of Course* 23. Spring 1962 and Spring 1963. Mr. Hiebert.

Prerequisite: *Chemistry* 23.

*25-26. *Elementary Organic Chemistry.* Offered every year. Mr. Kamerling.

An introduction to the chemistry of the compounds of carbon. This course forms a foundation for further work in organic chemistry and biochemistry. Lectures, conference, and six hours of laboratory work a week.

Prerequisite: *Chemistry* 11-12 or consent of the instructor.

35. *Quantitative Analysis.* Fall 1961 and Fall 1962. Mr. Jones.

A study of the methods of analytical chemistry. The laboratory work consists of gravimetric, volumetric, and some instrumental analysis. Lectures, conference, and six hours of laboratory work a week.

Prerequisites: *Chemistry* 23, 24 or consent of the instructor.

36. *Advanced Analytical Chemistry.* Spring 1962 and Spring 1963. Mr. Jones.

A development of the theoretical principles and application of potentiometry, conductometry, polarography, coulometry, spectrophotometry, chromatography, and radiochemistry to analytical chemistry.

Prerequisites: *Chemistry* 35 or consent of the instructor.

41. *Inorganic Chemistry.* Spring 1962 and Spring 1963. Mr. Hiebert.

A study of the structures, properties, reaction mechanisms, and syntheses of inorganic compounds. The laboratory work will consist of the preparation and proof of character of some complex compounds.

Prerequisites: *Chemistry* 23, 24.

[42. *Advanced Physical Chemistry.*]

Selected topics in quantum chemistry, chemical kinetics, and statistical mechanics.

Prerequisites: *Chemistry* 23, 24.

43. *Qualitative Organic Analysis.* Fall 1961 and Fall 1962. MR. KAMERLING.

A study of the properties of organic compounds as a means to their identification, singly and in mixtures.

Prerequisite: *Chemistry* 25-26.

44. *Advanced Organic Chemistry.* Spring 1962 and Spring 1963. MR. KAMERLING.

A study of the chemistry of certain complex compounds manufactured by plants and animals. Some of the following classes of compounds will be discussed: carbohydrates, fats, proteins, alkaloids, sterols, vitamins, enzymes, hormones.

Prerequisite: Consent of the instructor.

51. *Problems in Chemistry.* Fall 1961 and Fall 1962. MEMBERS OF THE DEPARTMENT.

Original laboratory investigations. Open by permission of the Department to major students with adequate training.

52. *Continuation of Course* 51. Spring 1962 and Spring 1963. MEMBERS OF THE DEPARTMENT.

1961 Summer Institute

Fundamental Concepts of Chemistry. June 26 to August 5.

A course for secondary school teachers who are preparing to offer an advanced placement chemistry course. Credit for two semester courses of graduate work in Chemistry Education. The Institute program was offered under special grant from the National Science Foundation.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The major course will consist of at least six seminars or conferences in each Semester of the Junior and Senior years. The major work will include readings in the history of chemistry and in the use of chemical literature. A term paper will be required in each of the four Semesters. A comprehensive examination will be given at the end of the Senior year.

Men substituting two extra courses for the major course will be expected to attend the seminars and conferences, but will not be required to write term papers or take the comprehensive examination.

Above: *The climax of the dramatic season each year is the Shakespearean production by the Masque and Gown. Here is a scene from* Romeo and Juliet *on the wide stage of Pickard Theater.* →

Below: *A scene from a student-written play. The College encourages creative writing.*

200. *The Honors Paper.* Spring Semester of the Senior year. THE DEPARTMENT.

Candidates for honors are required to write an honors paper under the direction of a member of the Department. A definitive plan for this essay must be presented by the student, approved by the Department, and filed in the Dean's Office by December 1 of the candidate's Senior year.

Men who are taking *Chemistry* 51 may submit a report of their experimental work as an honors paper, instead of papers based on library work.

300-303. *Special Honors Project.* The Senior year. THE DEPARTMENT.

A student desiring to submit a plan for a special honors project should submit his request to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 66 for a statement of the rules governing special honors projects.

Classics

PROFESSOR DANE, *Chairman;* AND ASSISTANT PROFESSOR HERBERT

REQUIREMENTS FOR THE MAJOR IN CLASSICS, GREEK, OR LATIN: A major in Classics consists of eight units to be chosen equally from the departmental offerings in Greek and Latin, except *Greek* 1 and *Latin* 1. A major in Greek consists of any six units in Greek, except *Greek* 1. (It is to be noted that *Greek* 5 and 6 may be repeated for credit with contents changed.) A major in Latin consists of any six units in Latin except *Latin* 1. (It is to be noted that *Latin* 7 and 8 may be repeated for credit with contents changed.) In addition, all majors are required to take the major course, *Classics* 100. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 64-66.

11. *Greek Mythology.* Fall 1962. MR. HERBERT.

The course examines the stories of the Greeks under three classifications: *myth,* about the beginnings of things and the gods; *saga,* treating of the heroes; and *tale,* a story told simply for amusement. The roles and origins of the Olympian gods and the literary development of the cycles of saga, the Trojan, Theban, Heraclid, and Attic, are given special attention. Some modern interpretations of myth are considered and the traditions about such heroes as Ulysses, Theseus, and Orestes

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← Above: *Frequent individual conferences are a feature of the major programs planned to prepare students for their comprehensive examinations in their special fields of concentration.*

Below: *Foreign students chat with their hostess in a College home. Each year the College brings representatives from many parts of the world to its campus* (cf. pp. 192-193).

are examined in each case in a modern work of literature. No knowledge of the Greek or Latin languages is required.

Open to sophomores, juniors, and seniors.

14. *Latin Literature in Translation.* Spring 1963. Mr. Dane.

The course surveys the development of Latin literature from the period of the *Salian Hymns* to the founding of the monastery at Monte Cassino in 529 A.D. through the medium of reputable English translations. No knowledge of Latin is required.

15. *Classical Archaeology.* Fall 1961. Mr. Herbert.

Excavations at numerous Aegean and Italian sites will be studied in order better to understand the life and art of ancient Greece and Rome. Attention will also be given to field techniques for discovering and recording materials and to museum analysis of the artifacts by classes. The Warren Classical Collection in the Walker Art Building will be closely examined and slides and films will be used throughout the course.

18. *Greek Literature in Translation.* Spring 1962. Mr. Dane.

The course will examine the development of classical Greek literature from the beginnings with the Homeric epics in the eighth century B.C. down to the biographies of Plutarch in the second century after Christ. No knowledge of Greek is required.

Greek

1. *Elementary Greek.* Offered every Fall. Mr. Herbert.

The fundamentals of accidence and syntax are stressed, but as the course progresses the student will read simple passages from Homer, Euripides, Plato, Demosthenes and others. These representative selections will give the student a basic understanding of Greek sentence structure and will also afford an insight into the nature and ideals of Greek culture.

2. *Greek Philosophy.* Offered every Spring. Mr. Herbert.

Plato's *Apology, Crito,* and *Phaedo* will be read in a text which alternates between the Greek and the English, a method that enables the student to complete these Socratic dialogues within the first half of the course. Attention will then be given to selections from Plato's *Republic* and Aristotle's *Nichomachean Ethics.*

3. *Greek Tragedy.* Offered every Fall. MR. HERBERT.

The *Oedipus Rex* of Sophocles, the *Bacchae* of Euripides, and selections from a play of Aeschylus will be read. Occasional lectures will discuss the themes and times of the three great Athenian dramatists.

4. *Greek History.* Offered every Spring. MR. HERBERT.

Representative selections from Herodotus, Thucydides, Xenophon, and Polybius will be read. Occasional lectures will relate the selections to the outlook of their writers and to the course of Greek history from the Persian Wars down to the beginnings of the Roman period.

5. *Selected Greek Authors.* Offered every Fall. MR. HERBERT.

The course is designed to meet the needs of advanced students in Greek Literature. The contents and the choice of readings are changed each year. In general, selection of material concentrates each Semester on a central *genre* with extensive readings from representative authors in such fields as (a) Drama (Aeschylus, Sophocles, Euripides, Aristophanes); (b) History (Herodotus, Thucydides); (c) Philosophy (Plato, Aristotle); (d) Poetry (the Lyric and Elegiac poets, Pindar, Theocritus); (e) Oratory (Demosthenes, Lysias); and (f) Epic poetry (Homer, Hesiod, Apollonius of Rhodes). *The course may be repeated for credit with contents changed. Greek* 5 and 6 may count toward fulfillment of the Literature Requirement.

Prerequisite: *Greek* 4.

6. *Selected Greek Authors.* Offered every Spring. MR. DANE OR MR. HERBERT.

See description under *Greek* 5 above.

Prerequisite: *Greek* 4.

Latin

1. *Elementary Latin.* Offered every Spring. MR. DANE.

A thorough presentation of the elements of grammar and syntax designed to develop a reading ability from the outset.

3. *Cicero.* Offered every Fall. MR. DANE.

Reading in the *Orations* and a philosophical essay. Particular attention is devoted to the institutions and history of the Roman Republic.

Prerequisite: *Latin* 1 or two years of secondary school Latin.

4. *Vergil.* Offered every Spring. MR. DANE OR MR. HERBERT.

Selections from the *Aeneid.* The course includes an introduction to the structure of Latin Poetry. Additional study is devoted to the entire *Aeneid* and the rise of the Roman Empire.

Prerequisite: *Latin* 3, or three years of secondary school Latin.

5. *Latin Lyric Poetry.* Offered every Fall. MR. DANE.

The course serves as an introduction to the reading and appreciation of Latin lyric poetry of the Late Republic and Early Empire through a concentrated study of the poems of Catullus and the *Odes* of Horace. Particular attention is given to analysis and oral reading of the commonest lyric meters. *Latin* 5, 7, and 8 may count toward fulfillment of the Literature Requirement.

Prerequisite: *Latin* 4, or its equivalent in secondary school Latin.

7. *Selected Latin Authors.* Offered every Fall. MR. DANE.

The course is designed to meet the needs of advanced students in Latin Literature. The contents and the choice of readings are changed every year. In general, selection of material concentrates each Semester on a central *genre* with extensive readings from representative authors in such fields as (a) Satire and Epigram (Horace, Juvenal, Martial); (b) Drama (Plautus, Terence); (c) Philosophy (Lucretius, Cicero); (d) History (Livy, Tacitus); (e) Elegy (Tibullus, Propertius, Ovid); and (f) Medieval Latin. *The course may be repeated for credit with contents changed.*

Prerequisite: *Latin* 5.

8. *Selected Latin Authors.* Offered every Spring. MR. DANE OR MR. HERBERT.

See description under *Latin* 7 above.

Prerequisite: *Latin* 5.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The major course will consist of at least four seminars or conferences in each of the last four Semesters. These monthly meetings are planned to supplement the work done in courses by helping the student gain a coördinated knowledge not only of the literatures of Greece and Rome, but also a concept of the achievements of Classical Civilization as a whole. Short critical essays on selected themes will be prepared, delivered, and discussed by the students at the major meetings. In addition, a student will be required to master one major author or major work for an examination at the end of the fourth Semester of the major program.

200. *The Honors Paper.* Spring Semester in the Senior year. THE DEPARTMENT.

Candidates for honors are required to write an honors paper under the tutorial supervision of a member of the Department. A definitive plan for this essay must be presented by the student, approved by the Department, and filed in the Dean's Office by December 1 of the candidate's Senior year.

300-303. *Special Honors Project.* THE DEPARTMENT.

A student desiring to submit a plan for a special honors project should submit his request during his Junior year, preferably before the opening of the Spring Semester. See page 66 for a statement of the rules governing special honors projects.

Economics

PROFESSOR ABRAHAMSON; PROFESSOR BROWN, *Chairman;* PROFESSOR DARLING; ASSOCIATE PROFESSOR STORER; ASSISTANT PROFESSORS PONTECORVO AND SHIPMAN; AND MR. SAUNDERS

REQUIREMENTS FOR THE MAJOR IN ECONOMICS: A major consists of *Economics* 1-2, 13, 17, and two other units approved by the Department. *Economics* 11 may not be offered without *Economics* 12. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors in Economics see pages 64-66, 88.

*1-2. *Principles of Economics.* Offered every year. THE DEPARTMENT.

A study of fundamental economic concepts and institutions, with applications to important public policies and problems.

Economics 1-2 is a prerequisite for all advanced courses in the Department.

3. *Money and Banking.* Offered every Fall. MR. DARLING.

The general principles and institutions of money and banking as they relate to the performance of the economic system. Important current problems concerning commercial banking, the Federal Reserve System, and the use of monetary controls will be considered.

Prerequisite: *Economics* 1-2.

4. *Economic Fluctuations.* Spring 1963 and Spring 1965. Mr. Pontecorvo.

An analysis of the nature, causes, and social effects of long- and short-run changes in the level of economic activity, with special attention to the regional problems of New England.

Prerequisite: *Economics* 1-2.

6. *Public Finance.* Spring 1963. Mr. Brown.

The problems of local, state, and federal revenue and expenditure from a social as well as from a fiscal viewpoint.

Prerequisite: *Economics* 1-2.

[7. *Statistics.*] Mr. Pontecorvo.

An introduction to statistical methods, with major reference to those techniques which are used in the analysis of economic data. Laboratory work two hours a week.

Prerequisites: *Economics* 1-2; *Mathematics* 14, or the consent of the instructor.

8. *Economic History.* Spring 1962, Mr. Shipman; Spring 1964, Mr. Pontecorvo.

A survey of the development of the economic institutions of the Western world. Emphasis will be on the problems of economic growth and development, and special attention will be paid to the development of commerce and industry, resource patterns, agriculture, and technological change.

Prerequisite: *Economics* 1-2.

9. *Comparative Economic Systems.* Spring 1963 and Spring 1965. Mr. Shipman.

A study of comparative methods of economic organization. Emphasis is placed on various solutions to the problems of production, distribution, consumption and growth as they exist in the principal countries of the world today. Special consideration is given to the economic structure and policies of the Soviet Union and to the role of economic planning.

Prerequisite: *Economics* 1-2.

10. *Labor Economics.* Spring 1962, Mr. Saunders; Spring 1963, Mr. Abrahamson.

The problems of unemployment, hours of labor, wages, unionism, and collective bargaining are considered from the viewpoints of labor, management, and the public.

Prerequisite: *Economics* 1-2.

11. *Principles of Accounting.* Offered every Fall. MR. BROWN.

This course aims to acquaint the student with accounting analysis as an important working tool for the business executive and the public administrator. After a brief survey of double-entry bookkeeping, consideration is given to such subjects as the preparation and interpretation of financial statements, the nature of income, the valuation of assets, depreciation, and reserves.

Prerequisite: *Economics* 1-2.

12. *Continuation of Course* 11. Offered every Spring. MR. BROWN.

Prerequisite: *Economics* 11.

13. *Development of Economic Theory.* Offered every Spring. MR. STORER.

A comparative study of the ideas of different writers with consideration given to the historical development of economic thought. This course is required of seniors majoring in Economics and is recommended to students intending to pursue graduate study in the social sciences.

Prerequisite: *Economics* 1-2.

14. *International Economic Problems.* Offered every Fall. MR. STORER.

A study of the theory and practice of foreign trade, foreign exchange, international movements of capital, and governmental policies with regard to international economic affairs generally.

Prerequisite: *Economics* 1-2.

15. *Economics of Public Regulation.* Fall 1962 and Fall 1963. MR. ABRAHAMSON.

The economic origins and consequences of the public control of economic activity. Primary attention is given to the problems of public policy in the fields of antitrust, agriculture, public utilities, transportation, conservation of natural resources, atomic energy, and to the economics of war and defense.

Prerequisite: *Economics* 1-2.

16. *Industrial Organization.* Offered every Fall. MR. STORER.

A study of American business enterprise and its structure.

The interrelationships of firms and industries will be analyzed; and their price, production, and market policies under varying degrees of competition will be considered.

Prerequisite: *Economics* 1-2.

17. *Contemporary Economic Theory.* Fall 1961, MR. SHIPMAN; Fall 1962, MR. PONTECORVO.

A consideration of the major theoretical concepts used in the analysis of current economic problems. The material in this course is at the level of intermediate economic theory and will provide a theoretical background for much of the analysis in the several applied fields of Economics. This course is required of juniors majoring in Economics.

Prerequisite: *Economics* 1-2.

20. *Corporation Finance.* Offered every Spring. MR. DARLING.

The financial policies and problems of modern corporate enterprise from the social point of view. Promotion of new enterprises, types of securities, the financing of expansion, failure and reorganization, and government regulation are among the topics considered.

Prerequisite: *Economics* 1-2.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The major course will consist of at least four seminars or conferences in each of the last four Semesters. These monthly meetings are planned to supplement the work done in courses. Oral and written reports on assigned topics will be required.

200. *The Honors Paper.* Spring Semester in the Senior year. THE DEPARTMENT.

Candidates for honors are required to write an honors paper under the tutorial supervision of a member of the Department. A definitive plan for this essay must be presented by the student, approved by the Department, and filed in the Dean's Office by December 1 of the candidate's Senior year.

300-303. *Special Honors Project.* THE DEPARTMENT.

A student desiring to submit a plan for a special honors project should submit his request to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 66 for a statement of the rules governing special honors projects.

Education

ASSOCIATE PROFESSOR HAZELTON, *Chairman*

1. *History of Education.* Fall 1961 and Fall 1962.

A study of the development of education, chiefly in the United States, in its social and cultural setting.

Prerequisite: *Psychology* 1, which may be taken concurrently.

2. *Education in the 20th Century.* Spring 1962 and Spring 1963.

A study of the purposes, the operation, and the government of modern educational systems. The main emphasis is given to these aspects of American education, but comparative studies are made of other national systems.

Prerequisite: *Education* 1 or the consent of the instructor.

5. *Secondary Education.* Fall 1961 and Fall 1962.

An analysis of problems of policy and practice in secondary education. Special attention is given to the development of public policy in American education.

Prerequisite: *Education* 1 or the consent of the instructor.

6. *Teaching.* Spring 1962 and Spring 1963.

A study of the principles of teaching and the profession of teaching. Part of the work of the course consists of observation in secondary schools.

Prerequisite: *Psychology* 8, which may be taken concurrently, or the consent of the instructor.

Psychology 8. *Educational Psychology.* Spring 1962. MR. MUNN of the Department of Psychology.

The study of human learning with special attention to problems arising in the education of the gifted and mentally retarded.

Prerequisite: *Psychology* 1.

NOTE: Undergraduates who expect to become teachers should make their interest known to Mr. Hazelton as early in their college course as possible so that they may be advised in meeting the requirements of the profession.

English

PROFESSOR BROWN, *Chairman;* PROFESSORS QUINBY, THAYER, HALL, AND COXE; LECTURERS BRIGGS AND PACE; ASSISTANT PROFESSOR GREASON; AND MESSRS. KLAUS, ARP, VON HENDY, PETRIE, AND FRIEDMAN

REQUIREMENTS FOR THE MAJOR IN ENGLISH: A major consists of *English* 100 (the major course), *English* 13-14, and six units to be chosen from the following courses: *English* 9, 10, 11, 12, 15, 16, 17, 18, 19-20, 21-22, 23, 24, 25-26, 27, 28, 29, and 30. Two units may be chosen from the following courses in composition: *English* 8, 31, 32, and 47. For a statement of the rules governing the major course (*English* 100), the choice of a minor, and the requirements for honors in English, see pages 64-66, 93-94.

Composition and Oral Communication

*1-2. *English Composition.* Offered every year. MR. GREASON, *Director;* MESSRS. HALL, COXE, BRIGGS, KLAUS, ARP, VON HENDY, AND FRIEDMAN.

A review of the rudiments of written expression, followed by a study of exposition, the short story, the novel, drama, and poetry. Class discussions, outside reading, written themes, and individual conferences.

*3-4. *Oral Communication.* Offered every year. MR. THAYER, *Director;* MESSRS. QUINBY, PACE, AND PETRIE.

Training in clear, accurate, and effective oral communication in various individual and group speaking situations. Laboratory work required of all students.

6. *Advanced Oral Communication.* Offered every Fall. Fall 1961. MESSRS. PACE AND PETRIE. Fall 1962. MESSRS. THAYER AND PETRIE.

The student will be trained in impromptu, extemporaneous, and manuscript speaking with the purpose of developing his effectiveness in any oral communication situation.

5. *Discussion and Debate.* Offered every Spring. MESSRS. THAYER AND PETRIE.

Practice in the analysis of problems in committee and panel discussions will be followed by various types of debates, including that of the parliamentary assembly.

7. *English Composition.* Offered every Fall. Fall 1961. MR. VON HENDY.

Written work on assigned topics; attention focused upon the disciplines of composition, with emphasis upon methods of exposition.

8. *Advanced Composition.* Offered every Spring. Spring 1962. MR. ARP.

Study and practice in the more imaginative aspects of composition, with attention to special forms and individual interests.

31. *Literary Composition.* Fall 1962 and Fall 1964. Mr. Coxe.
The writing of poetry and fiction. Primarily for juniors and seniors.

32. *Literary Composition.* Spring 1963 and Spring 1965. Mr. Coxe.
Further practice in the writing of poetry and fiction. Primarily for juniors and seniors.

47. *Playwriting.* Fall 1961 and Fall 1963. Mr. Quinby.
Study and practice in the writing of plays, with emphasis upon the one-act play.
Prerequisite: *English* 23, 24, or consent of the instructor.

English and American Literature

9. *Introduction to English Literature.* Offered every year. Fall 1961. Mr. Greason. Fall 1962. Mr. Coxe.
An intensive study of Chaucer, Spenser, Donne, Milton, Dryden, Pope, Johnson, and one eighteenth-century novelist.

10. *Introduction to English Literature.* Offered every year. Spring 1962. Mr. Greason. Spring 1963. Mr. Coxe.
An intensive study of Wordsworth, Byron, Keats, Tennyson, Browning, Arnold, Shaw, Yeats, Eliot, and one nineteenth-century novelist.

11. *The English Novel.* Fall 1961 and Fall 1963. Mr. Brown.
A critical study of the development of English fiction, with attention to the changing patterns of the novel: Richardson, Fielding, Austen, Scott, and Dickens.

12. *The English Novel.* Spring 1962 and Spring 1964. Mr. Brown.
A critical study of English fiction of the nineteenth century: Thackeray, Eliot, Meredith, James, and Hardy.

*13-14. *Shakespeare.* Offered every year. Mr. Brown.
An intensive study of Shakespeare's principal comedies, tragedies, and history plays. Lectures, class discussions, and critical essays.

15. *English Literature of the Renaissance.* Offered every other year. Fall 1961. Mr. Klaus.
A critical study of the literature of the English Renaissance,

with emphasis upon Elizabethan writers: Sidney, Spenser, Raleigh, and the sonneteers.

16. *English Literature of the Renaissance.* Offered every other year. Spring 1962. Mr. Klaus.

A critical study of the literature of the seventeenth century: the metaphysical and Cavalier poets; Milton, Dryden, and representative prose writers.

17. *Eighteenth-Century Poetry and Prose: 1700-1750.* Fall 1961 and Fall 1963. Mr. Greason.

A study of neo-classical values and eighteenth-century life as reflected in the writers of the period. Emphasis upon Addison, Swift, and Pope.

18. *Eighteenth-Century Poetry and Prose: 1750-1800.* Spring 1962 and Spring 1964. Mr. Greason.

A study of eighteenth-century life and the decline of neoclassical values during this period. Emphasis upon Johnson and his circle; Burns and Blake.

*19-20. *Nineteenth-Century Poetry and Prose.* Fall 1962 and Fall 1964. Mr. Hall.

A study of the origins and growth of Romanticism (1760-1832), with special attention to Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. In the Spring Semester: a critical study of the Victorian poets as spokesmen of the transition to modernity.

*21-22. *Chaucer.* Offered every other year. Fall 1962 and Spring 1963.

Practice in the oral reading of Chaucer's verse; study of the *Canterbury Tales,* the *Prologue,* and all the connecting links. In the Spring Semester: *Troilus and Criseyde;* and a more rapid reading of Chaucer's contemporaries and followers until the sixteenth century.

23. *The Drama.* Fall 1962 and Fall 1964. Mr. Quinby.

A study of representative plays and the history of the English stage from its beginning to the Restoration, excluding Shakespeare.

24. *The Drama.* Spring 1963 and Spring 1965. Mr. Quinby.

A study of representative English and American plays from the Restoration to the present.

*25-26. *American Literature.* Offered every year. Mr. Brown.

A critical study of American literature from the beginnings to the present time. In the Fall Semester: the period from the Puritan Age to the Civil War; in the Spring Semester: major writers from 1865 to 1950.

27. *Twentieth-Century English and American Literature.* Fall 1961. MR. BRIGGS. Fall 1963. MR. HALL.

Lectures and readings on the philosophic basis of the modern schools and on the most important works of a considerable number of contemporaries.

28. *Twentieth-Century English and American Literature.* Spring 1962. MR. BRIGGS. Spring 1964. MR. HALL.

Further lectures and readings in twentieth-century literature, with emphasis upon the works of contemporary writers.

29. *Literary Criticism: Definitions.* Fall 1962 and Fall 1964. MR. HALL.

An approach to the history and theory of criticism through the definitions of its governing concepts and terms.

30. *Literary Criticism: Analysis.* Spring 1963 and Spring 1965. MR. HALL.

Practice in the application of the principles and instruments of criticism.

Prerequisite: consent of the instructor.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The major course will consist of at least four seminars in each Semester of the upperclass years. These meetings are planned to supplement the work done in courses by helping students to achieve a reasonably coördinated knowledge of the history of English and American literature, to gain some acquaintance with the most important works of representative authors, and to attain a critical intimacy with their significant writings. A critical essay upon an author chosen by the student and written under tutorial supervision will be required in each of the upperclass years.

200. *The Honors Paper.* Spring Semester in the Senior year. THE DEPARTMENT.

A candidate for honors is required to write an honors paper under the tutorial supervision of a member of the Department. A definitive plan for this essay must be presented by the candidate, approved by the Department, and filed in the Dean's Office by December 1 of the candidate's Senior year.

300. *Special Honors Project.* The Department.

A student desiring to submit a plan for a special honors project should submit his request to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 66 for a statement of the rules governing special honors projects.

Geology

Assistant Professor Bodine, *Chairman;* and Assistant Professor Hussey

Students contemplating graduate work in Geology should plan a major program in Chemistry or Physics and take *Geology* 1-2, 3, 4, 5, and 8. By the end of the Sophomore year the following courses should be completed: *Mathematics* 11-12, *Geology* 1-2, and *Chemistry* 11-12 or *Physics* 11-12.

*1-2. *Introduction to Physical and Historical Geology.* Offered every year.

The Fall Semester will be devoted to the composition and structure of the earth and the processes which affect the earth's crust. Three hours of laboratory work each week will include the recognition and study of common rocks and minerals, the interpretation of topographic and geologic maps, and two half-day trips to examine the geological features of the Brunswick area.

The Spring Semester will be given to a study of the principles involved in the interpretation of geologic history and a review of present knowledge of the evolution of the earth and its inhabitants. In addition to the weekly laboratory study of fossils and geologic maps, a two-day field trip will be taken in the late spring to study the geologic record of the Connecticut Valley and Helderberg Escarpment.

Geology 1-2 fulfills the laboratory science requirement for the degree for students with a year's work in college Mathematics.

3. *Crystallography and Mineralogy.* Fall 1961 and Fall 1963.

Lectures will be devoted to morphological crystallography, crystal chemistry, and a survey of the common rock-forming and economic minerals. Six hours of laboratory each week will include morphological and x-ray crystallography, and identification of minerals by inspection, chemical, optical, and x-ray diffraction techniques.

Prerequisites: *Chemistry* 11-12 or *Geology* 1-2.

4. *Optical Mineralogy and Petrography*. Spring 1962 and Spring 1964.

An introduction to the classification, genesis, and description of the common rock-types. Six hours of laboratory each week will be devoted to the theory and use of the petrographic microscope as applied to mineral identification and rock description.

Prerequisite: *Geology* 3.

5. *Structural Geology*. Fall 1962 and Fall 1964.

An introduction to the primary and secondary structures of rocks, and the interpretation of crustal deformation from these features. Laboratory work will include the interpretation of the structural features of the United States as synthesized from local and regional data.

Prerequisite: *Geology* 3.

8. *Invertebrate Paleontology*. Spring 1963 and Spring 1965.

The concepts and paleontological evidence of evolution, the principles of paleontology, and application of fossil data to geology and biology will be discussed in addition to examining the classification and morphology of the invertebrate groups occurring as fossils. Three lecture hours and three laboratory hours each week.

During the spring vacation an eight-day field trip is taken to examine some of the major geological features of the Middle Atlantic and New England states emphasizing stratigraphic paleontology and structural geology. In addition several important mineral deposits will be examined. Although not a requirement of the course it is hoped all students concentrating in geology can participate.

Prerequisite: *Geology* 2 or *Biology* 2.

German

PROFESSOR KOELLN, *Chairman;* PROFESSOR RILEY; MESSRS. FORSYTHE AND HODGE; AND TEACHING FELLOWS STEINBRECHER AND RIEHM

NOTE: Students who think that they might like to teach German in high school or college should inform the Department early of their interest. They should take *History* 1-2 and college work in another foreign language besides German.

REQUIREMENTS FOR THE MAJOR IN GERMAN: A major consists of *German* 9, 10, *German* 13-14, the major course, and two units from the following: *German* 7, 8, 11, 12. Major students are urged to take *German* 5, 6. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors in German, see pages 64-66. Recommended for the minor are courses in European History, English Literature or another European Literature, Religion, European Art, or Philosophy.

*1-2. *Elementary German.* Offered every year. MESSRS. RILEY, FORSYTHE, AND HODGE.

Five class hours a week, three of which will be devoted to training in grammar, composition, and reading. The two remaining periods, restricted to oral-aural training, will be conducted in the laboratory or in conversation classes by the native teaching fellows, MESSRS. STEINBRECHER AND RIEHM.

A supervised language laboratory is available to all students in the Department.

*3-4. *Intermediate German.* Offered every year. MESSRS. RILEY AND HODGE.

Four hours a week, three of which will be devoted to reading, composition, and review of grammar. The one remaining period, restricted to oral-aural training, will be conducted in the laboratory or in conversation classes by the native teaching fellows, MESSRS. STEINBRECHER AND RIEHM.

Director of the oral-aural program in *German* 1-2 and 3-4: MR. RILEY.

5, 6. *German Conversation and Composition.* Offered every year. MR. KOELLN.

A course designed to teach a student to express himself in oral and written German and to understand the spoken language.

Prerequisite: *German* 3-4.

7. *German Literature of the Nineteenth Century.* Fall 1962. MR. KOELLN.

A study of the best elements of German Realism and Naturalism. Reading of lyric poetry, plays, and short stories.

Prerequisite: *German* 3-4.

8. *Continuation of Course* 7. Spring 1963. MEMBERS OF THE DEPARTMENT.

Prerequisite: *German* 3-4.

Above: *A General Military Science unit of the Reserve Officers' Training Corps offers to the undergraduate who joins it an opportunity to combine part of his military training with a liberal education.* →

Below: *General Willard G. Wyman, U.S.A., a four-star General and member of the Class of 1920, in an impressive commissioning ceremony on the campus.*

COLES
TYLER
WINFREY
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TACTICAL CONTROL
ENERAL SUPPORT
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9, 10. *A Survey of German Literature.* Offered every year. MR. RILEY.

A rapid survey of German literature and civilization from the earliest times to the middle of the eighteenth century; more detailed study of the period from 1748 to modern times. Reading of lyric poetry, plays, and short stories.

Prerequisite: *German* 3-4.

11. *Schiller.* Fall 1961. MR. KOELLN.

The life, poetry, drama, historical, and philosophical works of Friedrich Schiller. Lectures in German, readings, and reports.

Prerequisite: *German* 3-4 or the consent of the instructor.

12. *The Romantic Movement in Germany.* Spring 1962. MR. KOELLN.

Prerequisite: *German* 3-4 or the consent of the instructor.

13. *Goethe.* Fall 1961 and Fall 1962. MR. KOELLN.

Life and works of Goethe in the earlier part of his life, especially *Faust* I.

Prerequisite: any other course in German literature.

14. *Goethe.* Spring 1962. MR. KOELLN. Spring 1963. MR. RILEY.

Life and works of Goethe in the latter part of his life, especially *Faust* II.

Prerequisite: as under *German* 13.

[15-16. *Advanced German Composition and Conversation.*]

For especially prepared upperclassmen only.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

The major course will consist of at least four seminars or conferences in each of the last four Semesters. These meetings are planned to supplement the work done in courses by helping students to achieve a reasonably coördinated knowledge of the history of German literature and civilization, and to gain an acquaintance with the most important works of representative authors.

200. *The Honors Paper.* Spring Semester in the Senior year. THE DEPARTMENT.

Candidates for honors are required to write an honors paper under the tutorial supervision of a member of the Department. A definitive plan for this essay must be presented by the

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← Above: *The College Radio Station, WBOR, broadcasts daily from its studios in the Moulton Union.*

Below: *The public catalogue in the College Library lists authors and titles of more than a quarter of a million books, and 620 foreign and American periodicals.*

student, approved by the Department, and filed in the Dean's Office by December 1 of the candidate's Senior year.

300-303. *Special Honors Project.* THE DEPARTMENT.

A student desiring to submit a plan for a special honors project should submit his request to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 66 for a statement of the rules governing special honors projects.

Government and Legal Studies

PROFESSOR DAGGETT, *Chairman;* ASSISTANT PROFESSORS BEARCE, WALKER, AND RENSENBRINK; AND MESSRS. WILSON AND YIM

REQUIREMENTS FOR THE MAJOR IN GOVERMENT AND LEGAL STUDIES: A major consists of six course units, two of which shall be in the *general field* offered for the major examination and shall be either *Government* 1-2, or 11, 12. The other four shall be in the *special fields* and may be selected from all those offered by the Department other than *Government* 1-2. The minor shall be planned to complement the major. Ordinarily it is selected in a related field such as Economics, History, or Sociology or in a combination such as American History and American Literature. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors, see pages 64-66.

Government

*1-2. *American Government.* Offered every year. MESSRS. DAGGETT, WALKER, AND YIM.

A survey of Government in the United States; a study of political institutions and governmental problems.

5. *Municipal Government.* Offered every Fall. MR. WILSON.

A study of the influence of technological, economic, and social change on American institutions of local government. Special emphasis is given to the problems of small towns and large cities in a period of increasing metropolitanization.

Prerequisite: *Government* 1-2, or 11, or the consent of the instructor.

6. *Intergovernmental Relations.* Offered every Spring. MR. WILSON.

Modern federalism: a survey of the factors that have changed the relations among the various levels of American government since 1789.

Prerequisite: *Government* 1-2, or 11, or the consent of the instructor.

9. *Public Administration.* Offered every Fall. MR. WILSON.

An evaluation of the impact of administrative theory and practice on American society. Attention will be focused primarily on American national government.

Prerequisite: *Government* 1-2, or 11, 12, or *Economics* 15, or the consent of the instructor.

11. *Comparative Government: Democracies.* Offered every Fall. MR. YIM.

Analysis of the structure and workings of democratic governments other than the United States. The main emphasis is given to Great Britain and France, but the new Asian democracies, India and Japan, will be considered.

12. *Comparative Government: Dictatorships.* Offered every Spring. MR. YIM.

Major emphasis is placed on the theory and practice of government in Soviet Russia, its satellites, and Communist China. Nazi Germany is examined as an example of a twentieth-century dictatorship.

13. *Political Parties.* Offered every Fall. MR. WALKER.

A study of political parties, their role in democracy, and their relationships with other American political institutions. An examination of the principles governing party organization and leadership; and further consideration of such problems in practical politics as the behavior of voters, and the techniques of campaigning.

14. *The Legislative Process.* Spring 1963. MR. WALKER.

A study of the policy-making process in American government with special emphasis on executive-legislative relations, the roles of Congress and the Presidency, and the basic problem of responsible formulation of public policy in modern American democracy.

Prerequisite: *Government* 1-2, or 11, or the consent of the instructor.

15. *Problems of World Politics.* Spring 1963. MR. DAGGETT.

An analysis of the position of the leading powers; selected problems illustrating the basic elements of stability and instability in the modern world.

16. *Development of American Political Thought.* Spring 1962. Mr. Walker.

A survey of American political ideas as they developed in the Colonial Period, the Revolution, the Classical Era, Jacksonian Democracy, the slavery controversy, and the main political currents since the Civil War.

Prerequisite: *Government* 1-2, or 11, or *History* 11-12, or 13, 14.

18. *Formulation of United States Foreign Policy.* Spring 1962. Mr. Wilson.

Study of the processes by which foreign policy is made and executed by the United States. Particular emphasis will be placed on the work of the Department of State and on the adaptations of our federal system to the requirements of world leadership.

Prerequisite: *Government* 1-2, or the consent of the instructor.

History 13. *The History of Political Thought in the West from Greek Antiquity to the Reformation.* Fall 1961. Mr. Rensenbrink. Fall 1962. Mr. Bearce.

A survey of political thought illustrated in the writings of Plato, Aristotle, Polybius, Cicero, St. Augustine, John of Salisbury, St. Thomas Aquinas, Dante, Marsiglio of Padua, and Machiavelli.

Prerequisite: *History* 1-2, or *Philosophy* 11-12, or 21-22, or *Government* 1-2, or *History* 7, 8.

This course may be offered as a course in either History or Government.

History 14. *The History of Political Thought in the West from the Reformation to the Present Day.* Spring 1962. Mr. Rensenbrink. Spring 1963. Mr. Bearce.

A survey of political thought from the sixteenth century to the present, emphasizing the writings of major political thinkers like Hobbes, Locke, Rousseau, J. S. Mill, and Marx, and giving attention to such topics as the divine right of kings, liberty, democracy, sovereignty, natural law, conservatism, socialism, and fascism.

Prerequisite: As under *History* 13.

This course may be offered as a course in either History or Government.

Legal Studies

*3-4. *American Constitutional Law.* Offered every year. MR. DAGGETT.

A study of constitutional principles in the United States. The case method is used in the presentation of material.

Prerequisite: *Government* 1-2. Open to juniors and seniors.

7. *International Law.* Offered every Fall. MR. DAGGETT.

A study of the modern state system, of the role of law in its operation, of the principles and practices which have developed, and of the problems involved in their application.

Prerequisite: *Government* 1-2, or 11, 12, or *History* 1-2, or 9, 10.

8. *International Organization.* Spring 1962. MR. DAGGETT.

The development of arbitration and judicial settlement; the League of Nations; the United Nations; and selected agencies such as the International Labor Organization.

Prerequisite: *Government* 7.

10. *Administrative Law.* Spring 1963. MR. WILSON.

A study of the powers of American courts to review administrative decisions, procedures, and practices. The case method will be used in discovering the standards that have resulted.

Prerequisite: *Government* 1-2, or *Economics* 15, or the consent of the instructor.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

During the Fall Semester each year the work, which is organized on a two-year cycle, deals with the masterpieces of political writing. In the Spring Semester the Senior work is preparatory for the examination, while the Junior reading deals with such concepts of political science as the state, law, sovereignty, and the nature of politics and the political process.

200. *The Honors Paper.* Spring Semester in the Senior year. THE DEPARTMENT.

Candidates for honors are required to write an honors paper under the tutorial supervision of a member of the Department. A definitive plan for this essay must be presented by the student, approved by the Department, and filed in the Dean's Office by December 1 of the candidate's Senior year.

300-303. *Special Honors Project.* THE DEPARTMENT.

A student desiring to submit a plan for a special honors project should submit his request to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 66 for a statement of the rules governing special honors projects.

History

PROFESSOR HELMREICH, *Chairman;* PROFESSOR KENDRICK; ASSOCIATE PROFESSOR WHITESIDE; ASSISTANT PROFESSORS BEARCE AND RENSENBRINK; AND MR. HATHAWAY

REQUIREMENTS FOR THE MAJOR IN HISTORY: A major consists of *History* 1-2 and a minimum of six other courses, not more than four of which can be in American history, to be chosen after consultation with members of the Department. For the college regulations governing the choice of minors and requirements for honors, see pages 64-66 of this catalogue. For a statement of the history major program and honors work see *Courses* 100, 200, 300-303 below.

*1-2. *History of Western Civilization from Classical Times to the Present.* Offered every year. MESSRS. HELMREICH AND HATHAWAY.

A survey of the chief political, economic, religious, intellectual and cultural developments of European society. The first Semester is devoted to the heritage of classical antiquity, the development of the Christian church, the Saracenic Empire, the feudal system, the beginning of national states, the Renaissance and Reformation. In the second Semester emphasis is laid on the growth of nationalism together with the evolution of present-day political and social systems, the French Revolution, the Industrial Revolution, imperialism, World War I, and the Inter-War Period.

History 1-2 is a prerequisite for most advanced European history courses and is required of all students who major in history.

3. *Political, Cultural, and Intellectual History of Europe in the Classical Period.* Fall 1961, MR. RENSENBRINK; Fall 1963, MR. BEARCE.

A study of the civilizations of Greece and Rome from the Homeric Age to the late Roman Empire, emphasizing the political development, the economic and social conditions, and the culture of the classical world.

Prerequisite: *History* 1-2.

4. *Cultural and Intellectual History of Europe in the Middle Ages.* Spring 1962, Mr. Rensenbrink; Spring 1964, Mr. Bearce.

A study of the intellectual and cultural history of the Middle Ages from the late Roman Empire to the fifteenth century, emphasizing the transmission of classical culture, the development of the medieval church, the growth of education and the universities, the achievements in medieval art, literature, and learning.

Prerequisite: *History* 1-2.

5. *History of the Reformation and Enlightenment.* Fall 1961 and Fall 1962. Mr. Kendrick.

A brief study of the Italian Renaissance serves as an introduction for the political, religious, and intellectual history of Europe from the opening of the sixteenth century to the French Revolution.

Prerequisite: *History* 1-2 or *History* 7, 8.

6. *History of the French Revolution and Napoleon.* Spring 1962 and Spring 1963. Mr. Kendrick.

A study of the background, course, and influence on Europe, of the French Revolution and the Napoleonic Era.

Prerequisite: *History* 1-2 or *History* 7, 8.

7. *History of England from its Origins to the Seventeenth Century.* Fall 1962 and Fall 1964. Mr. Bearce.

A survey of the cultural and intellectual, the political and constitutional, and the social and economic development of England.

8. *History of England from the Seventeenth Century to the Present Day.* Spring 1963 and Spring 1965. Mr. Bearce.

Continuation of *Course* 7, but emphasizing, in addition, the growth of the British Empire.

9. *History of Europe from the Revolutions of 1848 to World War I.* Fall 1962 and Fall 1964. Mr. Helmreich.

Political and social history of the states of Europe and of their imperialistic expansion, ending in a detailed study of the origins of World War I.

Prerequisite: *History* 1-2, or *History* 7, 8, or *Government* 11, 12.

10. *Recent European History.* Spring 1963 and Spring 1965. Mr. Helmreich.

A rapid survey of World War I and the peace settlements as a background for the study of political and social developments in Europe in the inter-war period, World War II, and current international problems.

Prerequisite: as under *History* 9.

*11-12. *History of the United States from the Beginnings of Colonial Settlement until the Present.* Offered every year. MESSRS. WHITESIDE AND HATHAWAY.

Although this course gives some attention to economic and social development, chief emphasis is upon political history and upon the factors—class interests, sectional alignments, party development and diplomacy—associated with it. The second Semester is devoted to the period since the Civil War.

13. *The History of Political Thought in the West from Greek Antiquity to the Reformation.* Fall 1961, MR. RENSENBRINK; Fall 1962, MR. BEARCE.

A survey of political thought as illustrated in the writings of Plato, Aristotle, Polybius, Cicero, St. Augustine, John of Salisbury, St. Thomas Aquinas, Dante, Marsiglio of Padua, and Machiavelli.

Prerequisite: *History* 1-2, or *Philosophy* 11-12, *Philosophy* 21-22, or *Government* 1-2, or *History* 7, 8.

This course may be offered as a course in either History or Government.

14. *The History of Political Thought in the West from the Reformation to the Present Day.* Spring 1962, MR. RENSENBRINK; Spring 1963, MR. BEARCE.

A survey of political thought from the sixteenth century to the present, emphasizing the writings of major political thinkers like Hobbes, Locke, Rousseau, J. S. Mill, and Marx, and giving attention to such topics as the divine right of kings, liberty, democracy, sovereignty, natural law, conservatism, socialism, and fascism.

Prerequisite: As under *History* 13.

This course may be offered as a course in either History or Government.

*15-16. *History of Russia and East Central Europe.* Fall and Spring 1961-1962; 1963-1964. MR. HELMREICH.

A study of the historic origins and development of the peoples of Russia, the Baltic States, Poland, Czechoslovakia, Austria, Hungary, the Balkans, and Turkey, ending with an analysis of Russia's present-day relations with her satellites.

Prerequisite: *History* 1-2 or 7, 8.

21. *History of American Westward Expansion.* Fall 1962 and Fall 1964. MR. WHITESIDE.

A survey of the various American "Wests" from the late colonial period to the present day, with emphasis upon conflicting interpretations of the significance of the frontier in American history. Topics for study include the westward migration, economic adjustment, western political and social patterns, and the West in literature and folklore.

Prerequisite: *History* 1-2, or *History* 11-12, or *Government* 1-2.

22. *History of American Foreign Policy.* Spring 1963 and Spring 1965. MR. WHITESIDE.

American foreign policy, and the attitudes of the American people toward world affairs, from the Revolution until 1945. Relations with Europe, the Americas, and the Far East are traced, and attention is given to the changing objectives of American foreign policy.

Prerequisite: *History* 1-2, or *History* 11-12, or *Government* 1-2.

*27-28. *Social and Intellectual History of the United States from the Colonial Period to the Present.* Fall and Spring 1961-1962 and 1963-1964. MR. WHITESIDE.

An analysis of historically important social factors and formative ideas: conditions of living, economic problems and adjustments, immigration and internal migration, religion, education, cultural aspirations, and changing attitudes toward the world community are studied with respect to their significance for American development and the American character. The second Semester is devoted primarily to the period since 1850.

Elective for juniors and seniors; a general knowledge of American history is desirable.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

During their Junior year all history majors will read a common core of material under the supervision of the members of the Department. During their Senior year they will meet for study with individual members of the Department according to their field of interest and concentration. In addition Junior and Senior majors are expected to attend meetings of the History Club which assembles several times during the year as programs are arranged.

200. *The Honors Paper.* THE DEPARTMENT.

Candidates for honors in history must submit an honors thesis written under the supervision of a member of the Department. A student may be relieved of one of his four regular courses during either Semester of his Senior year to write this thesis, or he may prepare it during his Junior and Senior years while carrying his regular course program. In either case the thesis will be counted for course credit.

300-303. *Special Honors Project.* THE DEPARTMENT.

With the approval of the Department and the consent of the Recording Committee students may be released from not more than four courses in their final three Semesters for work on a special research project.

Hygiene

DR. HANLEY

Hygiene. Offered every year in the Fall Semester only.

Lectures on human anatomy, physiology, and personal hygiene. This course will be given informally in a series of illustrated lectures. Hours to be announced.

Required of freshmen who are not taking *Military Science* 11, 12.

Mathematics

PROFESSOR HAMMOND; PROFESSOR HOLMES, *Chairman;* PROFESSORS
KORGEN AND CHRISTIE; ASSOCIATE PROFESSOR CHITTIM;
LECTURER ALEXANDER; AND MR. DAMEWOOD

THE MAJOR IN MATHEMATICS: Each major student is required to complete *Course* 100 and to pass an examination in the history of mathematics. He may meet the remaining requirements for the major (1) by completing with acceptable grades *Courses* 21, 22, 31, and five others chosen from *Mathematics* 32, 34, 35, 36, 38, 43, 44, 45, 46, provided that the total number of his college courses is two more than the number required for graduation, *or* (2) by completing *Courses* 21, 22, 31, and three others chosen from the list above, plus the comprehensive examination.

11. *Analytic Geometry and Calculus.* Fall 1961 and Fall 1962. MESSRS. HAMMOND, HOLMES, CHRISTIE, ALEXANDER, AND DAMEWOOD.

Brief introduction to sets and symbolic logic; elements of analytic geometry; and of differential and integral calculus, with functions of polynomial form.

Elective for students whose secondary school courses, offered for admission to college, have included the customary training in first and second degree equations and inequalities, exponents and radicals, geometric progressions, the binomial theorem, the function concept, coördinate systems and graphs, and the properties of and relations among the trigonometric functions.

12. *Continuation of Course* 11. Spring 1962 and Spring 1963. MESSRS. HAMMOND, HOLMES, CHRISTIE, ALEXANDER, AND DAMEWOOD.

Calculus with algebraic and transcendental functions.

Prerequisite: *Mathematics* 11 or *Mathematics* 15-16; or an equivalent preparation which includes the analytic geometry of straight lines and conics and a thorough course in calculus with polynomials.

14. *Elementary Mathematics of Statistics.* Spring 1962, Fall 1962, and Spring 1963. MR. KORGEN.

Probability; topics from the mathematical theory of statistics, such as measures of dispersion, curve fitting, statistical correlation, theoretic frequency distributions, and elementary sampling theory.

Prerequisites: As for *Mathematics* 12.

*15. *Introduction to Modern Mathematics.* Fall 1961 and Fall 1962. MR. KORGEN.

Introduction to abstract mathematical thinking through the use of logical symbols; sets, groups, fields, the number system, Boolean algebra. Study of the algebraic and trigonometric functions, of analytic geometry, and of the calculus with polynomials.

Elective for students who have offered for admission to college at least three years of high school mathematics.

16. *Continuation of Course* 15. Spring 1962 and Spring 1963. MR. KORGEN.

21. *Analytic Geometry and Calculus.* Fall 1961 and Fall 1962. Messrs. Hammond and Damewood.

Analytic geometry of three dimensions; further topics in calculus, including infinite series, partial differentiation, and multiple integration.

Prerequisite: *Mathematics* 11-12, or an equivalent preparation which includes the prerequisites for *Course* 12 plus a thorough treatment of calculus with trigonometric, inverse trigonometric, logarithmic and exponential functions, and the solution of the simplest type of differential equations.

22. *Continuation of Course* 21. *Calculus and Elementary Differential Equations.* Spring 1962 and Spring 1963. Messrs. Hammond and Holmes.

P21. *(Physics* 21.) *Vector Mechanics and Vector Analysis.* Fall 1961 and Fall 1962. Mr. Christie.

The algebra of vectors with applications to solid analytic geometry; statics, kinematics, and dynamics, vectorially treated; line integral, directional derivative, gradient, divergence, and curl; applications to physics and engineering.

Prerequisite: *Mathematics* 12.

P22. (*Physics* 22.) *Continuation of Course* P21. Spring 1962 and Spring 1963. Mr. Christie.

Prerequisite: *Physics* 21.

23. *Alegbra.* Fall 1962. Mr. Chittim.

Real and complex numbers, theory of equations, matrices and determinants, elements of formal logic.

Prerequisites: *Mathematics* 11, or *Mathematics* 15-16.

31. *Advanced Calculus.* Fall 1961 and Fall 1962. Mr. Korgen.

Series, convergence, elliptic integrals, Fourier series, the Laplace transformation, general methods in differential equations, some special functions, partial differentiation, coördinate systems, multiple integration, transformations of multiple integrals, elements of differential geometry.

Prerequisite: *Mathematics* 22.

32. *Continuation of Course* 31. Spring 1962 and Spring 1963. Mr. Korgen.

Prerequisite: *Mathematics* 31.

33. *Modern Synthetic Geometry.* Fall 1961. Mr. Hammond.

Properties of triangles and circles, homothetic transformations, Menelaus' and Ceva's theorems, systems of circles, inversion.

Prerequisite: *Mathematics* 22.

34. *Non-Euclidean Geometry*. Spring 1962. MR. HAMMOND.

A historical introduction followed by development using both synthetic and analytic methods.

Prerequisite: *Mathematics* 33 or the consent of the instructor.

35. *Modern Abstract Algebra*. Fall 1961. MR. CHRISTIE.

Algebraic properties of number systems. Groups, rings, and fields. Vector spaces and linear transformations. Matrices and determinants. Applications to geometry.

Prerequisite: *Mathematics* 22.

36. *Topology*. Spring 1962. MR. CHRISTIE.

Topological properties of networks and polyhedra. Topological spaces and their properties. Mappings, fixed points, and homotopy.

Prerequisite: *Mathematics* 35 or 42, or the consent of the instructor.

37. *Probability Theory and the Mathematics of Statistics*. Fall 1961. MR. ALEXANDER.

Sample spaces, probability measure, probability distributions. Stochastic independence, analysis of pairs of measurements, curve fitting. Correlation: bivariate, multiple, partial. Statistical inference and confidence intervals. Actuarial theory. Sampling theory. Randomness tests. Random walk problems. Markov chains.

Prerequisite: *Mathematics* 14.

38. *Continuation of Course* 37. Spring 1962. MR. ALEXANDER.

Prerequisite: *Mathematics* 37.

43. *Analytic Geometry*. Fall 1962. MR. HAMMOND.

Homogeneous coördinates, metric and projective treatment of conics and quadrics, general theory of curves, including Plücker's equations, cubic curves.

Prerequisite: *Mathematics* 31.

44. *Continuation of Course* 43. Spring 1963. MR. HAMMOND.

Prerequisite: *Mathematics* 43.

45. *Real Variable*. Fall 1961. MR. HOLMES.

The real number system, foundations of the calculus, theory of functions of real variables, the Stieltjes integral, the Lebesgue integral.

Prerequisite: *Mathematics* 31, or the consent of the instructor.

46. *Complex Variable.* Spring 1962. Mr. Holmes.

Analytic functions of a complex variable, differentiation and integration in the complex plane, theory of residues, conformal mapping.

Prerequisite: *Mathematics* 45, or the consent of the instructor.

The Major Program

100. *The Major Course.* Junior and Senior years. The Department.

The course will emphasize material not covered by the regular courses. There will be a minimum of six meetings in each of the four Semesters, and a substantial amount of written work will be required. The major course, and the general and history examinations for which it is in part a preparation are designed to give the student a comprehensive view of his college mathematics.

200. *The Honors Paper.* Spring Semester in the Senior year. The Department.

Candidates for honors are required to write an honors paper under the tutorial supervision of a member of the Department. A definitive plan for this essay must be presented by the student, approved by the Department, and filed in the Dean's Office by December 1 of the candidate's Senior year.

300-303. *Special Honors Project.* The Department.

A student who desires to engage in a special honors project should submit his plan to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 66 for a statement of the rules governing special honors projects.

THE INSTITUTE PROGRAMS

The three programs described below are sponsored by the National Science Foundation. Work in all three is conducted at the graduate level.

1961 Summer Institute for College Teachers of Mathematics Teachers

Professor Christie, *Director;* Professor Robert W. Sloan (the

New York State College of Education in Oswego), *Associate Director;* Professor Howard W. Alexander (Earlham College); Professor Ernst Snapper (Indiana University); Associate Professor Dale E. Varberg (Hamline University); Mr. Damewood

Course I. *Probability and Statistics.*

Probability and its statistical applications from the modern set-theoretical point of view. Implications of this approach for statistics in the high school curriculum and in the typical course in elementary statistics in college. Emphasis is on the derivation of sampling distributions and on the underlying philosophy of statistical inference.

Course II. *Algebraic Structures.*

An introduction to the structural nature of mathematics through a study of the structures which occur in algebra. Algebraic structures are related to structures in other parts of mathematics: vector spaces to metric spaces, rings and fields to number theory and coördinate geometry, groups to noncoördinate geometry.

1962 Summer Institute
for College Teachers of Mathematics Teachers

Course I. *Geometrical Spaces and Mappings.*

Course II. *Algebraic Structures.*

1961 Summer Institute
for Secondary School Teachers of Mathematics

Professor Korgen, *Director;* Associate Professor Chittim, *Associate Director;* Professor Holmes; Professor Stephen C. Kleene (University of Wisconsin); Associate Professor Pols

Course I. *Mathematical Logic.*

A formal system: symbols, definitions, postulates, formation and transformation rules, bound and free variables, formal deduction. Quantification. Metamathematics. The propositional calculus. Formal number theory. The problem of foundations. Critique of mathematical deduction. Paradoxes. Formalism. Gödel's Theorem.

Course II. *Ideas of the Calculus.*

Limit theorems, differentiation and integration. Problems in maxima and minima, other applications. Partial differentiation and multiple integration. The fundamental theorem. Calculus and infinite series. Selected differential equations. The calculus of finite differences.

1962 Summer Institute for Secondary School Teachers of Mathematics

Course I. *History of Mathematics.*

Course II. *Topology.*

The Summer Institutes for Secondary School Teachers of Mathematics are part of a program of *sequential* institutes. Participants are secondary school teachers who have done work of superior quality as undergraduate majors in mathematics at accredited institutions and who in other ways are ready to undertake graduate studies. Successful completion of work in four Bowdoin summer institutes leads to the award of the degree of Master of Arts.

1961-1962 Academic Year Institute for Secondary School Teachers of Mathematics

PROFESSOR KORGEN, *Director*

Participants in this institute are selected secondary school teachers with a background in the *subject-matter* of mathematics enabling them to pursue the subject at the level of graduate study. The 1961-1962 Academic Year Institute is related to the 1961 summer institute in such a way as to provide a program of graduate study running through a twelve-month year. Each graduate student submits for the approval of the Department a program made up of eight courses selected from advanced upperclass courses, and two selected from the offerings of the two 1961 summer institutes. Successful completion of the program with a level of performance appropriate to work at the graduate level leads to the award of the degree of Master of Arts.

Military Science

LIEUTENANT COLONEL RYAN, MAJOR CLORE, CAPTAIN BOYLES, CAPTAIN GARRISON, MASTER SERGEANT BAILEY

*11-12. *First Year Basic Course* (90 hours). Offered every year.

Organization of the Army and ROTC: To provide an understanding of the Army organization and the Army ROTC (5

Above: *Although Greek and Latin are not required for a Bowdoin degree, → the ancient languages are vigorously taught.*

Below: *A lecture on modern French civilization. Facility in at least one foreign language is an essential part of each undergraduate course at Bowdoin. Foreign-born professors help students to become accustomed to classes conducted in the foreign language.*

WINNERS OF THE SEWALL LATIN PRIZE
CLASS
CLASS
RT H. FERNALD 1930 STANLEY N. ALTMAN 1947
ALD DERBY 1931 JOSEPH J. SCHMUCK 1949
DERICK R. EAMES 1932 HARLAN B. PEABODY, JR. 1950
NARD S. CRYSTAL 1933 CARL B. BREWER 1951
RED S. HAYES 1934 FRANCIS H. WASS 1952
LIP F. THORNE 1935 WILLIAM F. WYATT, JR. 1953
LIAM F. CARNES 1936 PAUL J. MORIN 1954
THAN DANE II 1937 ROBERT H. TRASK, JR. 1955
ART G. P. SMALL 1938 JOHN R. FAIRMAN 1956
HARD H. MOORE 1939 KEVIN G. SULLIVAN 1957
ANC S R. BLISS 1940
LIAM B. HALL 1941

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20

hours). *American Military History:* To provide an understanding of the United States Army's past achievements and contributions to the Nation in peace and war (10 hours). *United States Army and National Security:* A new freshman sub-course introduced in 1961-1962 to provide an understanding of the missions and responsibilities of the United States Army as a member of the National Defense Team (15 hours). *Academic Subject:* The additional required 30 classroom hours will be met by the substitution of a nonmilitary-taught course selected by the student from the following general academic areas —Effective Communication, Science Comprehension, General Psychology, Political Development and Political Institutions (30 hours). *Leadership Laboratory:* To provide for leadership training, drill experience, and the development of certain characteristics of leadership through progressive training in leadership, drill, and command. This phase of military science continues in steps of increasing responsibility through the entire four-year program (30 hours).

*21-22. *Second Year Basic Course* (90 hours). Offered every year.

Map and Aerial Photograph Reading: To develop proficiency in the use of maps and aerial photographs for future practical application in Military Science (20 hours). *United States Army and National Security:* Comparable to course described above for MS 11-12. This sub-course for sophomores will be phased out in 1962-1963 (10 hours). *Introduction to Operations and Basic Tactics:* To introduce the principles and fundamentals of small unit tactics as a basis for understanding the duties, responsibilities, and methods of employment of basic military units (30 hours). *Leadership Laboratory:* As listed for *Courses* 11-12 with special attention to the continued development of leadership potential through assignments to positions of increased responsibility in the Cadet Corps (30 hours).

Prerequisite: *Military Science* 11-12 or credit for prior military training or service.

31. *First Year Advanced Course* (150 hours). Offered every Fall.

Branches of the Army: To provide information on the role of the various branches of service in the overall mission of the Army so as to assist the student in selecting the branch of service in which he desires to be commissioned (15 hours). *Academic Subject:* Elective subject will be chosen from the following general academic areas for utilization in the First Semester of the Junior year—Effective Communication, Science Com-

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← Varsity teams, popularly known as the Polar Bears, represent Bowdoin in thirteen different sports played with other colleges of Bowdoin's size and interests.

prehension, General Psychology, Political Development and Political Institutions. In the event that a particular subject was required in the student's normal academic curriculum during his Freshman and Sophomore years, the elective must be selected either from another general area or an advanced subject in the same area. However, if the subject selected was not required in the student's academic curriculum during his Freshman and Sophomore years, complete freedom of selection from within the four academic areas is permissible. The PMS will evaluate and approve the elective subject selected. Consideration will be given to the value of the subject in furthering the professional qualification of the student as a prospective commissioned officer in the United States Army (45 hours). *Leadership Laboratory:* As listed for *Courses* 11-12, emphasizing the functions, duties, and responsibilities of leaders in the first three noncommissioned and/or junior officer grades (15 hours).

Prerequisite: *Military Science* 21-22, or credit for prior military training or service.

32. *Continuation of Course* 31. Offered every Spring.

Leadership: To introduce the factors which affect human behavior, methods of accomplishing motivation, and practices in the application of sound principles of leadership appropriate to company grade officers (10 hours). *Military Teaching Principles:* To develop an understanding of the principles, methods and techniques which are fundamental to military instruction, and to provide opportunities for the student to develop skill in the preparation, presentation and evaluation of instruction (20 hours). *Small Unit Tactics and Communications:* To review the principles and fundamentals of small unit tactics and develop an understanding of their application to the units of the infantry division battle group; to familiarize the student with principles of communications and communication systems used (30 hours). *Precamp Orientation:* To provide refresher training and familiarization with administrative procedures and general conduct of training at ROTC Summer Camp (5 hours). *Leadership Laboratory:* As listed for *Course* 31 (15 hours).

Prerequisite: *Military Science* 31.

ROTC Summer Camp: Summer 1961 and 1962. Students enrolled in the Advanced Course are required to attend a summer camp of six weeks' duration, normally upon completion of MS 32. Camp Training is essentially of the individual and unit type, with the student receiving experience in the performance of tactical, technical, and administrative duties in the field. Intensive training will be conducted with emphasis on the development of leadership and the student's capability to function effectively in small unit combat operations. Camp is conducted at and supported by a major military installation. Exact location will be announced.

41. *Second Year Advanced Course* (150 hours). Offered every Fall.
Operations: To provide an understanding of command and staff organization, military intelligence, combat orders, and the duties and responsibilities of company and infantry division battle group officers toward training (15 hours). *Logistics:* To teach the fundamentals of Army supply and movement of small units (15 hours). *Military Law:* To teach the fundamental concepts of military justice in the Armed Forces of the United States, as provided for in the Uniform Code of Military Justice and the Manual of Court Martial, United States, 1951 (15 hours). *The Role of the United States in World Affairs:* To prepare the future officer for active service by an orientation in geographical and economic factors, their influence on the division of people into nations, and the causes of war (10 hours). *Army Administration:* To teach the basic concepts of Army administration and mess management (5 hours). *Leadership Laboratory:* As listed for *Courses* 11-12 with further development of leadership potential by requiring the students to plan and conduct drills and ceremonies (15 hours).
Prerequisite: *Military Science* 32.

42. *Continuation of Course* 41. Offered every Spring.
Army Administration: As listed for *Course* 41 (10 hours). *Service Orientation:* To provide information on service life for future officers, and review the subject of leadership (5 hours). *Academic Subject:* Elective subject will be chosen for utilization in the second Semester of the Senior year as provided for in *Course* 31 (45 hours). *Leadership Laboratory:* As listed for *Course* 41 (15 hours).
Prerequisite: *Military Science* 41.

Music

PROFESSOR TILLOTSON, *Chairman;* ASSISTANT PROFESSOR BECKWITH

REQUIREMENTS FOR THE MAJOR IN MUSIC: A major in Music consists of *Music* 1-2 (required but not credited toward the major);

*21-22. *The Development of Musical Style: 1000-1750.* Offered every year. Mr. Beckwith.

A course planned primarily for majors in Music in their Senior year. A limited number of works, each characteristic of its period and type, will be analyzed in detail, with special attention to the significance of each work in the development of the technique of composition. In so far as possible works studied will be performed. Students should consult the instructor before registration.

*23-24. *Special Topics.* Offered every year. Mr. Tillotson.

A course designed to provide a more thorough acquaintance with topics not treated comprehensively in other courses offered by the Department. The problems studied will be selected to meet the needs of individual students.

Offered only to majors in Music in their Senior year. Students should consult the instructor before registration.

The Major Program

100. *The Major Course.* Junior and Senior years. Mr. Tillotson.

In Junior year the major course will consist of semi-monthly meetings based on *Music* 1-2. In the event a student does not decide to major in Music until his Junior year and thereby fails to elect *Music* 1-2 and 11-12 in his Sophomore year, he must be prepared to double his course load in Music during the last two years.

In Senior year the major course will consist of weekly seminars devoted to the History of Music. The work will be based upon *Music* 3, 4, 5, and 6, supplemented by collateral reading in the periods not covered by courses.

200. *The Honors Paper.* Spring Semester in the Senior year. Mr. Tillotson and Mr. Beckwith.

Candidates for honors are required to write an honors paper under tutorial supervision on either a detailed formal, stylistic, and technical analysis of a major composition, or an essay on some aspect of the history of music. A definitive plan for this work must be presented by the student, approved by the Department and filed in the Dean's Office by December 1 of the candidate's Senior year.

300-303. *Special Honors Project.* Mr. Tillotson and Mr. Beckwith.

Students majoring in Music may offer a recital as an honors project, if in the opinion of the Department this offering promises to be of high artistic calibre. The recital must be accompanied by adequate program notes and an essay on the historical, stylistic, and formal aspects of the program.

Philosophy

ASSOCIATE PROFESSOR POLS, *Chairman;* AND
ASSOCIATE PROFESSOR SOLMITZ

REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY: A major consists of six units approved by the Department. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors in Philosophy, see pages 64-66, 121-122.

*11-12. *Introduction to Philosophy.* Offered every year. MR. POLS.

An introduction to philosophy by means of an elementary consideration of its principal problems, as: the nature and methods of philosophy; sources and criteria for valid knowledge; rival conceptions of causation, of physical and organic nature, and of ultimate reality; the nature of mind, soul, and self; the status of ethical and religious values; and the question of the validity of metaphysical reasoning—or reasoning about ultimate reality. Readings in various philosophers, classical, modern, and contemporary.

21. *History of Ancient and Medieval Philosophy.* Fall 1961 and Fall 1962. MR. SOLMITZ.

A study of the prototypes of European thought in ancient philosophy and a survey of medieval philosophy. Readings in a history of philosophy and in the writings of Plato, Aristotle, and St. Augustine. Where possible, entire books, or major segments of books, are read.

Open without prerequisite to juniors and seniors. Prerequisite for sophomores: *Philosophy* 11-12, or the consent of the instructor. Not open to freshmen.

22. *History of Modern Philosophy.* Spring 1962 and Spring 1963. MR. SOLMITZ.

Western philosophy from the Renaissance to the present. Readings in a history of philosophy and in some works of Descartes, Spinoza, Berkeley, Hume, and Kant, read for the most part entire.

Prerequisite: *Philosophy* 21 or the consent of the instructor.

31. *The Background of Contemporary Philosophy.* Fall 1962 and Fall 1964. MR. SOLMITZ.

A study of certain philosophical tendencies in the nineteenth century that have an important influence on contemporary philosophical investigation: the situation of philosophy after Kant; philosophy of history and the dialectic method (Hegel); social responsibility (Marx, Comte, Mill); the individual on his own—the origins of existentialism (Dostoevski, Schopenhauer, Nietzsche, Kierkegaard); philosophical foundations of scientific and historical method in the nineteenth century.

Prerequisite: *Philosophy* 11-12 or 21, 22.

32. *Contemporary Philosophy*. Spring 1963 and Spring 1965. MR. POLS.

A study of contemporary philosophy, with particular reference to the dispute about the nature and role of philosophy itself. The analytic movement, which in its various phases (logical atomism, logical positivism, linguistic analysis) advocates the confinement of philosophy to a second-order activity concerned with the analysis of science and everyday knowledge, will be contrasted with movements such as phenomenology, existentialism, and the revival of speculative metaphysics, which claim for philosophy a first- order concern with reality and man's relation to it. Readings in Russell, Ayer, Wittgenstein, Ryle, Husserl, Sartre, Jaspers, Heidegger, Whitehead.

Prerequisite: *Philosophy* 11-12 or 21, 22.

33. *Metaphysics*. Fall 1962 and Fall 1964. MR. POLS.

The problem of the limits of knowledge is examined with a view to determining the proper scope of metaphysical theories. Certain persistent metaphysical issues are then considered in a contemporary setting.

Prerequisite: *Philosophy* 11-12 or 21, 22.

34. *Ethics*. Spring 1963 and Spring 1965. MR. SOLMITZ.

A study of the main types of ethical theory, based on the reading of historical and contemporary sources; and a critical inquiry into the problems of personal and social ethics.

Prerequisite: *Philosophy* 11-12 or 21, 22.

35. *Logic*. Fall 1961 and Fall 1963. MR. POLS.

A systematic treatment of the principles of valid inference. After a consideration of the traditional approach, including the syllogism, modern techniques for representing arguments and logical truths are presented. The problem of logical truth is then related to the general problems of theory of knowledge. The course ends with a survey of the structure of deductive systems and their use in science.

38. *Philosophy of Art.* Spring 1962 and Spring 1964. Mr. Pols.

An introduction to esthetics or the philosophy of art. Representative theories of art are discussed and used as the basis for the development of a general theory that takes account of the expressive, cognitive, and productive or creative elements in art. This theory is then applied in detail to painting, poetry, and music; in this part of the course there will be considerable study of actual works of art. Readings in classical and contemporary theories of art.

39. *Major Philosophers.* Fall 1961 and Fall 1963. Mr. Solmitz.

An intensive study of the writings of some one major philosopher, usually drawn from the following group: Plato, Aristotle, Kant. In the fall of 1963 the course will be devoted to Plato.

Prerequisite: *Philosophy* 11-12 or 21, 22.

40. *Theory of Knowledge.* Spring 1962 and Spring 1964. Mr. Solmitz.

What is knowledge?—An investigation of scientific knowledge as compared with other modes of thought, such as mythical, religious, ethical, historical, and artistic. Topics to be discussed: truth, reality, understanding, symbolism, language, measurement, etc. Main text (for 1962): Cassirer, *Philosophy of Symbolic Forms,* Vol. III. Additional readings in classical authors and in such contemporary authors as Russell, Whitehead, Philipp Frank.

Prerequisite: *Philosophy* 11-12 or 21, 22.

The Major Program

100. *The Major Course.* Junior and Senior years. The Department.

The major course will consist of at least four seminars in each of the last four Semesters. The readings upon which the discussions are based are chosen to permit the use of two approaches used alternately: (1) Detailed concentration on some outstanding work exemplifying a particular philosophic outlook; (2) Synoptic review of some central and recurrent philosophic problems. A paper will be required in each of the four Semesters of the major course.

200. *The Honors Paper.* Spring Semester in the Senior year. THE DEPARTMENT.

Candidates for honors are required to write an honors paper under the tutorial supervision of a member of the Department. A definitive plan for this essay must be presented by the student, approved by the Department, and filed in the Dean's Office by December 1 of the candidate's Senior year.

300-303. *Special Honors Project.* THE DEPARTMENT.

A student desiring to submit a plan for a special honors project should submit his request to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 66 for a statement of the rules governing special honors projects.

Physical Education

MR. MORRELL, *Chairman;* AND MESSRS. MACFAYDEN, COOMBS, SABASTEANSKI, COREY, DONHAM, WATSON, LINKOVICH, KOSTACOPOULOS, AND BUTT

Physical Education.

Each student is required to attend classes in physical education three days each week during his first four Semesters in college or to participate in a supervised sports program. Some credit will be given for participation in ROTC drill.

Under the direction of the College Physician, each student receives a medical and physical examination.

The following requirements in Physical Education must be met by every student: (1) Participation for at least one season in a supervised varsity sport, (2) Demonstration of "a playing knowledge" of some sport such as tennis, golf, or swimming, and (3) Sufficient competence in swimming to satisfy the minimum tests formulated by the Department.

Physics

PROFESSOR LITTLE, *Chairman;* PROFESSOR JEPPESEN; ASSISTANT PROFESSORS LACASCE AND JONES

REQUIREMENTS FOR THE MAJOR IN PHYSICS: Any six semester courses beyond *Physics* 11-12. Major students are urged to offer two additional semester physics courses in lieu of a major examination and to continue their mathematical studies beyond the required prerequisites.

*11-12. *General Physics.* Offered every year. Messrs. Little, Jeppesen, and LaCasce.

An introduction to the whole field of physics with demonstration lectures and laboratory work.

Prerequisite: A college course in *Mathematics,* concurrent registration or previous credit.

21. *Mechanics.* Fall 1961 and Fall 1962. Mr. Christie of the Department of Mathematics.

An introduction to Newtonian dynamics using vector analysis. Applications to various topics in mechanical physics.

Prerequisite: *Mathematics* 11, 12.

22. *Continuation of Course* 21. Spring 1962 and Spring 1963. Mr. Christie.

Prerequisite: *Physics* 21.

23. *Electronics.* Fall 1961 and Fall 1962. Mr. LaCasce.

Characteristics of electronic tubes, crystal diodes, and transistors with applications to special devices. Emphasis is placed on the correlation of theory with laboratory technique.

Prerequisite: A college course in *Physics.*

24. *Continuation of Course* 23. Spring 1962 and Spring 1963. Mr. LaCasce.

Prerequisite: *Physics* 23.

31. *Electricity and Magnetism.* Fall 1961 and Fall 1962. Mr. Little.

An exposition of fundamental principles, supplemented by problems and laboratory measurements.

Prerequisites: *Physics* 21, 22, and *Mathematics* 21, 22.

32. *Continuation of Course* 31. Spring 1962 and Spring 1963. Mr. Little.

Prerequisite: *Physics* 31.

33. *Light.* Fall 1961 and Fall 1963. Mr. Jeppesen.

Geometrical optics, instruments, principles of physical optics, interference, diffraction, polarization, and modern developments in atomic, molecular and nuclear physics. Supplemented by laboratory exercises.

Prerequisites: *Physics* 21, 22, and *Mathematics* 21, 22.

34. *Continuation of Course* 33. Spring 1962 and Spring 1964. Mr. Jeppesen.

Prerequisite: *Physics* 33.

35. *Theoretical Physics. Heat and Thermodynamics.* Fall 1962 and Fall 1964. Mr. Jones.

A non-laboratory course in the principles of thermodynamics and application to problems of interest to the physicist.

Prerequisites: *Physics* 21, 22, and *Mathematics* 21, 22.

36. *Continuation of Course* 35. *Quantum Mechanics.* Spring 1963 and Spring 1965. Mr. Jones.

An introduction to quantum theory and application to the particle in a box, the harmonic oscillator, and the hydrogen atom. Simple perturbation theory and scattering of particles will be discussed.

Prerequisites: *Mathematics* 21, 22, and either *Physics* 21, 22, or *Chemistry* 23, 24.

41. *Special Laboratory or Theoretical Studies.* The Department.

Original investigations under the direction of the instructors for students with requisite training. If the investigations concern the teaching of physics, this course satisfies certain of the requirements for the Maine State Teachers' Certificate.

Prerequisite: The consent of the Department.

42. *Continuation of Course* 41. The Department.

Prerequisite: The same as for *Course* 41.

1961 Summer Institute

Radiation Biology for Secondary School Teachers. June 26 to August 5, 1961.

Atomic and nuclear structure, energy and decay processes, with emphasis on the techniques in the use of isotopes and the effects of radiation on living organisms. Graduate credit for two semester courses.

This Institute program was offered under special grants from the Atomic Energy Commission and the National Science Foundation.

The Major Program

200. *The Honors Paper.* Spring Semester in the Senior year. The Department.

Candidates for honors are required to complete an honors project consisting of an experimental or theoretical investigation under the tutorial supervision of a member of the Department. A definitive plan for this project must be presented by the student, approved by the Department, and filed in the Dean's Office by December 1 of the candidate's Senior year.

300-303. *Special Honors Project.* THE DEPARTMENT.

A student desiring to submit a plan for a special honors project should submit his request to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 66 for a statement of the rules governing special honors projects.

Psychology

PROFESSOR MUNN, *Chairman;* ASSISTANT PROFESSOR ALLEN; AND DR. FERNALD

REQUIREMENTS FOR THE MAJOR IN PSYCHOLOGY: A major comprises *Psychology* 1, 2, 5-6, 7, and one additional unit to be chosen from the following: *Psychology* 3, 4, 9, 10. For a statement of the rules governing the major course, the choice of a minor and the requirements for honors in Psychology, see pages 64-66, 127.

1. *General Psychology.* Fall 1961 and Fall 1962. MESSRS. MUNN AND FERNALD.

An introduction to psychology. The course covers the scope and methods of psychology, individual and group differences, intelligence, motivation, emotion, personality, the learning process, memory, thinking, and work efficiency.

Required for all further courses in the Department.

2. *Advanced General Psychology.* Spring 1962 and Spring 1963. MR. MUNN.

A continuation of *Psychology* 1, with emphasis upon the sensory and perceptual processes and neural and other physiological foundations of human behavior and experience.

Prerequisite: adequate work in *Psychology* 1. Required of majors and minors in Psychology and for entrance to *Psychology* 5-6, 9, and 10.

3. *Abnormal Psychology.* Fall 1961 and Fall 1962. MR. ALLEN.

The psychology of abnormal people, with special emphasis upon personality development, behavior disorders, problems of adjustment, and mental health.

Prerequisite: *Psychology* 1.

4. *Social Psychology.* Spring 1962 and Spring 1963. MR. ALLEN.

The study of social influences in the development of personality; the psychological analysis of group processes and such special topics as propaganda, prejudice, language, and industrial morale.

Prerequisite: *Psychology* 1.

*5. *Experimental Psychology.* Fall 1961 and Fall 1962. Mr. Fernald.

Investigation and analysis of sensory and perceptual processes in human and animal behavior. Open to students majoring in Psychology and to a limited number of other students who have done superior work in *Psychology* 1 and 2.

6. *Continuation of Course* 5. Spring 1962 and Spring 1963. Mr. Fernald.

The study of human and animal learning and cognitive behavior. The latter part of this course involves an individual research project.

7. *Measurement and Statistical Method in Psychology.* Spring 1962 and Spring 1963. Mr. Fernald.

An introduction to psychological measurement, and applications of statistics to research in psychology.

Prerequisite: *Psychology* 1.

8. *Educational Psychology.* Spring 1962. Mr. Munn.

The study of human learning and individual differences, with special attention to problems arising in the education of the gifted and mentally retarded. (This course does not satisfy the requirements for a major in Psychology.)

Prerequisite: *Psychology* 1.

9. *Systematic Psychology.* Fall 1961. Mr. Munn.

The historical and theoretical backgrounds of modern psychology, with special attention to the chief systems of psychology, including Behaviorism, Gestalt theory, and Psychoanalysis.

Prerequisite: *Psychology* 1 and 2.

10. *Contemporary Theory in Psychology.* Spring 1963. Mr. Munn.

An analysis of problems faced by theorists in psychology with a thorough review of current theorizing in one of the following areas: learning, motivation, cognitive processes, perception, personality. The course will be conducted in seminar fashion with individual reports.

Prerequisite: *Psychology* 1 and 2.

The Major Program

100. *The Major Course.* Junior and Senior years. THE DEPARTMENT.

This will include at least four seminars in each of the last four Semesters. These seminars are designed to coördinate and supplement the other course work in Psychology. Special topics, such as languages and communication, motivation, and psychological development are covered. Each student is required to present several oral and written reports on special topics within the general area of each Semester's work.

200. *The Honors Project.* Spring Semester in the Senior year. THE DEPARTMENT.

Candidates for honors must do a special research project under the direction of a member of the Department. This project must be presented, approved by the Department, and filed in the Dean's Office by December 1 of the candidate's Senior year.

300-303. *Special Honors Project.* THE DEPARTMENT.

A student desiring to submit a plan for special honors research should indicate this during his Junior year, preferably before the opening of the Spring Semester. See page 66 for a statement of the rules governing special honors projects.

Religion

ASSISTANT PROFESSOR GEOGHEGAN, *Chairman*

*1-2. *Biblical Literature.* Offered every year.

An examination and interpretation of the basic ideas, events and personalities of the Old and New Testaments. Lectures, conferences, and textbook.

3. *History of Religions.* Fall 1962.

An introduction to the comparative study of religion through a brief consideration of some typical primitive and ancient religions, followed by an extensive examination of major living religious traditions of Far Eastern origin: Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Taoism and Shinto. In most cases, readings will be in modern translations of the basic literature of each religion. Lectures, conferences, and textbook.

Elective for juniors and seniors.

4. *History of Religions.* Spring 1963.
A comparative study and historical survey of the major religious traditions of Near Eastern origin: Judaism, Zoroastrianism, Christianity and Islam. In most cases, readings will be in modern translations of the basic literature of each religion. Lectures, conferences, and textbook.
Elective for juniors and seniors.

5. *Major Christian Authors.* Fall 1961.
An examination and interpretation of the development of Christian thought, eastern and western, from its beginnings through the middle ages; with special emphasis upon Augustine and Aquinas. Lectures, conferences, textbook and collateral readings.
Prerequisite: a course in History, Philosophy or Religion; or the consent of the instructor.

6. *Major Christian Authors.* Spring 1962.
An examination and interpretation of the development of Christian thought in the west from the beginning of the modern period to the present; with special emphasis upon Pascal, Kierkegaard and Tillich. Lectures, conferences, textbook and collateral readings.
Prerequisite: a course in History, Philosophy or Religion; or the consent of the instructor.

Romance Languages

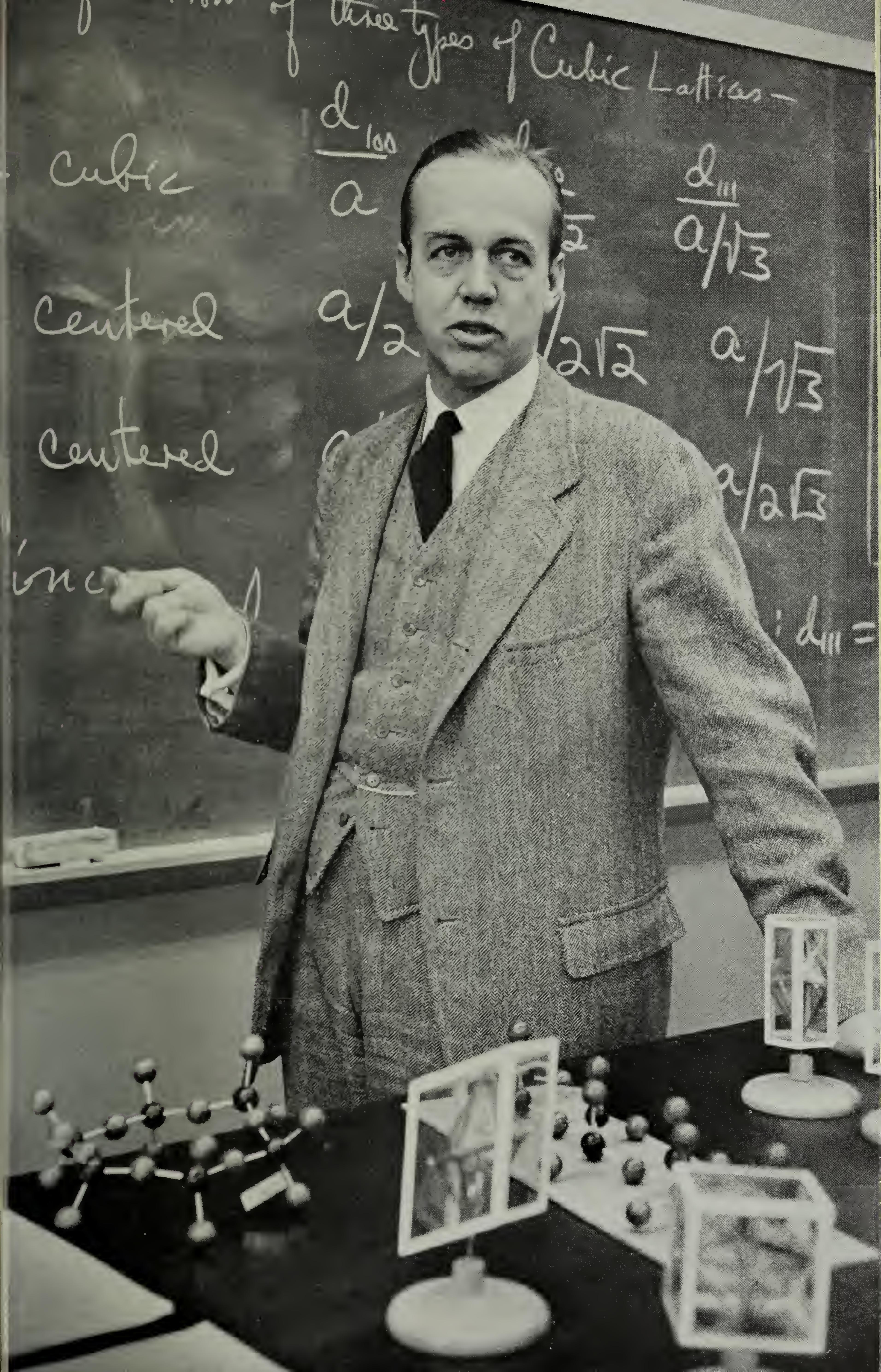
PROFESSOR LEITH, *Chairman;* PROFESSOR DARBELNET; ASSOCIATE PROFESSOR CARRE; MESSRS. NUNN AND THOMPSON; AND TEACHING FELLOWS PORTES, DUCORNET, AND GUILLÉN

REQUIREMENTS FOR THE MAJOR IN FRENCH: A major consists of *French* 7-8, 15-16, and two units to be chosen from *French* 9-10, 11-12, and 17-18. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors in French, see pages 64-66, 131-132.

French

*1-2. *Elementary French.* Offered every year. MR. NUNN.
Five class hours a week, three of which will be devoted to training in grammar, composition, and reading. The two remaining periods, devoted to oral and aural training, will be conducted exclusively in French by the native teaching fellows, MESSRS. PORTES AND DUCORNET.

The President of the College shares in the teaching of the important introductory course in Chemistry. Both the President and the Dean help to maintain Bowdoin's cherished tradition of administrators who are also scholars and teachers.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A supervised language laboratory is available to all students in the Department.

*3-4. *Intermediate French.* Offered every year. MESSRS. LEITH, CARRE, AND NUNN.

Four class hours a week, three of which will be devoted to reading, composition, and review of grammar. The one remaining period, devoted to oral and aural training, will be conducted exclusively in French by the native teaching fellows, MESSRS. PORTES AND DUCORNET.

Director of the oral-aural program in *French* 1-2 and 3-4: MR. CARRE.

5-6. *Advanced French.* Offered every year. MESSRS. LEITH, DARBELNET, AND CARRE.

This course is designed to acquaint the student with some of the works of the leading authors and develop an ability to read French accurately and fluently. Some works are explained and discussed in the classroom, others are assigned for outside reading. One hour each week is devoted to composition and oral work.

7-8. *French Literature from its Origins to the End of the Eighteenth Century.* Offered every year. MR. LEITH.

A general survey of French literature down to the Revolution, with a more detailed study of the leading authors and their principal works. Special consideration is given to the development of French classicism and to the literature of the age of Louis XIV. Lectures, reading, written reports, and explanation of texts.

9. *Modern France.* Fall 1962. MR. DARBELNET.

A study of the most significant aspects of modern French civilization, with special emphasis on the territorial and linguistic unity of the country, its economic resources, institutions, and social structure. The lectures will be given in French. Discussions will be conducted in English with collateral reading mainly in French.

10. *Continuation of Course* 9. Spring 1963. MR. DARBELNET.

11. *French Literature of the Nineteenth Century.* Fall 1962. MR. CARRE.

A study of the development of Romanticism and Realism in the poetry, the novel, and the drama of the nineteenth century, with careful consideration of the leading authors of each

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← *Each weekday morning at* 10:00 *o'clock and on Sundays at* 5:00 P.M., *Bowdoin's chimes summon students to Chapel. Although Bowdoin has always been a nonsectarian college, attendance at regular chapel services conducted by members of the faculty and by visiting clergymen is required of all undergraduates.*

movement. Lectures, reading, written reports, discussion and explanation of texts.

12. *Continuation of Course* 11. Spring 1963. MR. CARRE.

[13. *The French Novel.*] MR. DARBELNET.

A study of the French novel from the seventeenth to the twentieth century with special reference to the characteristic novels of the various periods, which will be discussed in class or assigned for outside reading and reports. The lectures will be in French.

[14. *Continuation of Course* 13.] MR. DARBELNET.

15-16. *Spoken and Written French.* Offered every year. MR. DARBELNET.

This course is designed to develop in the student the ability to understand and use oral and written French. It will be conducted in French.

17. *Contemporary French Literature from the Latter Part of the Nineteenth Century to the Present Day.* Fall 1961. MR. DARBELNET.

A study of representative modern writers in the fields of fiction, the drama, poetry, and literary criticism. To be conducted in French. Collateral reading and reports.

18. *Continuation of Course* 17. Spring 1962. MR. DARBELNET.

Italian

*1. *Elementary Italian.* Fall 1961.

Training in grammar and composition. Oral practice. Reading of texts of modern Italian authors.

2. *Continuation of Course* 1. Spring 1962.

3. *Early Italian Prose and Poetry.* Fall 1962. MR. CARRE.

Reading in the chroniclers, Compagni and Villani; the *Decameron* of Boccaccio; the *Vita Nuova* of Dante.

Prerequisite: *Italian* 1-2.

4. *Dante's Divine Comedy.* Spring 1963. MR. CARRE.

Spanish

*1-2. *Elementary Spanish.* Offered every year. MR. THOMPSON.

Five class hours a week, three of which will be devoted to training in grammar, composition, and reading. The two remaining periods, devoted to oral training, will be conducted exclusively in Spanish by the native teaching fellow, Mr. Guillén.

Spanish 1-2 is not open to freshmen.

*3-4. *Intermediate Spanish.* Offered every year. Mr. Thompson.

Four class hours a week, three of which will be devoted to reading, composition, and review of grammar. The one remaining period, devoted to oral training, will be conducted exclusively in Spanish by the native teaching fellow, Mr. Guillén.

Open to freshmen and upperclassmen who have passed a placement test set by the Department at the beginning of the Fall Semester.

Director of the oral-aural program in Spanish: Mr. Thompson.

5-6. *Readings in Spanish and Hispanic-American Literature.* Offered every year. Mr. Thompson.

This course is designed to acquaint the student with some of the works of the leading authors and develop an ability to read Spanish accurately and fluently. Some works are explained and discussed in the classroom, others are assigned for outside reading. One hour each week is devoted to composition and oral work.

7-8. *Spoken and Written Spanish.* Offered every year. Mr. Thompson.

This course is designed to develop in the student the ability to understand and use oral and written Spanish. The course will be conducted in Spanish.

The Major Program

100. *The Major Course.* Junior and Senior years. The Department.

The major course will consist of at least six seminars in each of the last four Semesters. These meetings are planned to supplement the work done in courses by concentration upon specific areas in languages and literature and the utilization of particular techniques. For example, the Senior year 1961-1962 will be devoted to an analysis of representative French plays from the Middle Ages to the present time. Written work will be required in the major course.

200. *The Honors Paper.* Spring Semester in the Senior year. THE DEPARTMENT.

Candidates for honors are required to write an honors paper under the tutorial supervision of a member of the Department. A definitive plan for this essay must be presented by the student, approved by the Department, and filed in the Dean's Office by December 1 of the candidate's Senior year.

300-303. *Special Honors Project.* THE DEPARTMENT.

A student desiring to submit a plan for a special honors project should submit his request to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 66 for a statement of the rules governing the special honors project.

Russian

MR. FORSYTHE

*1-2. *Elementary Russian.* Offered every year.

Five class hours a week. Training in the reading, writing, and speaking of Russian with a basic vocabulary and essential grammatical forms.

*3-4. *Intermediate Russian.* Offered every year.

Four class hours a week. Continued training in Russian grammar, composition, and conversation. The mastery of a general reading vocabulary is stressed.

*5-6. *Advanced Russian.* Offered every year.

Three class hours a week. Further training in grammar, composition, and conversation. Continued emphasis upon the mastery of a reading vocabulary; readings in Russian literature.

Sociology

PROFESSOR TAYLOR, *Chairman;* AND MR. ROYSTER

REQUIREMENTS FOR THE MAJOR IN SOCIOLOGY: A major consists of *Sociology* 1-2; two units in the principles of social theory, consisting of *Sociology* 5 and 9; and two more units in special fields of practical application, selected from among *Sociology* 3, 4, 7, 8, and 10. For a statement of the rules governing the major course, the choice of a minor, and the requirements for honors in Sociology, see pages 64-66, 134-135.

*1. *Introduction to Sociology.* Fall 1961 and Fall 1962. MESSRS. TAYLOR AND ROYSTER.

A study of human groups and social relationships, ranging from families, cliques, and fraternities to factories, social classes, and entire societies. General principles governing human groups will be emphasized, together with their application to such topics as changes in the family, the growth of urbanism, and propaganda and public opinion.

2. *Continuation of Course* 1. Spring 1962 and Spring 1963.

Prerequisite: *Sociology* 1.

3. *Population.* Fall 1962 and Fall 1964. MR. ROYSTER.

A study of world population. The first half of the course is devoted to the development of population theory, analysis and prediction from Malthus to the present. Relevant topics such as the Industrial Revolution, class differences in fertility, and the recent "baby boom" are considered. The balance of the course consists of the application of population theory to problems of policy in the major areas of the world, including the United States, India, Russia, China, and Japan.

Not open to freshmen.

4. *The Family.* Spring 1963 and Spring 1965. MR. ROYSTER.

A study of the American family and related areas such as courtship and divorce as they exist in our society. Consideration will be given to the changes in the family during the last century and the resultant effects upon individuals engaged in courtship and family behavior today.

Prerequisite: *Sociology* 1-2 or *Sociology* 3 or *Sociology* 10.

5. *Social Control.* Spring 1962 and Fall 1963. MR. TAYLOR.

A study of the control of attitudes and behavior through such means as propaganda and censorship, reward and punishment, education and indoctrination. Special emphasis will be placed on mass communications.

Prerequisite: *Sociology* 1-2.

7. *Criminology.* Fall 1962 and Spring 1964. MR. TAYLOR.

A survey of contemporary thought regarding the causes of crime, the treatment of offenders, and the techniques of crime prevention. Field trips to various state institutions will be made.

Prerequisite: *Sociology* 1-2.

8. *Minority Groups.* Fall 1961 and Spring 1963. MR. TAYLOR.

A descriptive and analytical study of intergroup relations, concentrating on problems of race, discrimination, and prejudice. Although major emphasis is placed on the Negro minority in the United States, other interracial and intercultural contacts will be considered for comparative purposes.

Prerequisite: *Sociology* 1-2 or *Government* 1-2 or *Sociology* 10.

9. *Social Theory*. Fall 1961 and Fall 1963. MR. ROYSTER.

A critical consideration of some important theories of social structure and social organization, with special attention to such topics as social classes, social mobility, social stratification, bureaucracy, information theory, decision making and social values.

Prerequisite: *Sociology* 1-2 or consent of instructor.

10. *Introduction to Anthropology*. Spring 1962 and Spring 1964. MR. ROYSTER.

A study of man both as a biological and a cultural phenomenon. The evolution of man and the development of human culture will be explored along with an examination of the development of anthropology as a field of study. This will include an introduction to the three main divisions of anthropology: physical anthropology, cultural anthropology, and archaeology, with a survey of the scope, aims, and techniques of each.

The Major Program

100. *The Major Course*. Junior and Senior years. THE DEPARTMENT.

The major course will consider special topics selected in accordance with the interests of the major students and is designed to prepare students for the major examination. The work in the major course is divided into two parts as follows:

The *Junior year* is so arranged as to give the student, through reading and discussion under the guidance of members of the Department, a comprehensive view of the principles of methodological procedures, the basic processes of scientific inquiry, and selected techniques in the investigation of social relations. As far as practical, actual research programs will be undertaken to illustrate the mechanics and problems of sociological research. In addition, Junior majors will have the opportunity to submit research designs on special topics preparatory to their work in the Senior year.

The *Senior year* will include, in addition to some further reading preparatory for the major examination, the development of an individual research project and the preparation of a report on the results.

200. *The Honors Paper.* Senior year. THE DEPARTMENT.

Candidates for honors are required to carry out an honors research project and prepare a report on the results under the tutorial supervision of a member of the Department. A definitive plan for this project must be presented by the student to the Department by November 1 of the candidate's Senior year, and must be approved by the Department and filed in the Dean's Office by December 1 of that year.

300-303. *Special Honors Project.* THE DEPARTMENT.

A student desiring to submit a plan for a special honors project should submit his request to the Department during his Junior year, preferably before the opening of the Spring Semester. See page 66 for a statement of the rules governing special honors projects.

Reserve Officers' Training Corps

Edward Anthony Ryan, B.S., *Lieutenant Colonel, Artillery, U.S.A., Professor of Military Science.*

Duncan Dixon Clore, B.S., *Major, Armor, U.S.A., Assistant Professor of Military Science.*

William Biffle Boyles, B.S., *Captain, Infantry, U.S.A., Assistant Professor of Military Science.*

Robert Morrison Garrison, A.B., *Captain, Infantry, U.S.A., Assistant Professor of Military Science.*

Marshall Perrin Bailey, *Master Sergeant, U.S.A., Adjunct Instructor in Military Science.*

Donald Linwood Livingstone, *Sergeant First Class, U.S.A.*

Robert Max Smith, *Sergeant First Class, U.S.A.*

Thomas Meredith Doten, *Sergeant, U.S.A.*

Charles Edmund Wiemert, *Sergeant, U.S.A.*

The Reserve Officers' Training Corps at Bowdoin offers a voluntary curriculum of Military Science to eligible students. The curriculum consists of theoretical and practical instruction with particular emphasis on leadership development. Classes are presented by the Department of Military Science and by other College departments for credit in Military Science as provided for by the modified program established for freshmen and Advanced Course students. (Description of courses is contained on pages 112-115 of this bulletin.)

The objective of the curriculum offered is to produce junior officers who by their education, training and inherent qualities are suitable for continued development as officers of the Army of the United States.

The Reserve Officers' Training Corps Unit at Bowdoin is an Army General Military Science Unit. The modified curriculum includes instruction in subjects common to all branches of the Army, and further provides for a College-taught academic subject to be chosen by the student during the freshman year and during one semester in each year of the Advanced Course. Upon successful completion of the program and graduation from college, a student is eligible for appointment as a Second Lieutenant in one of the branches of the United States Army Reserve. The branch assignment of the student is based on his individual choice, background, aptitude and the needs of the Army at the time he is commissioned. Selected Advanced Course students who apply may be offered commissions in the Regular Army. Applications for regular commissions in the United States Marine Corps by interested Advanced Course students are accepted and referred to the Commandant of Marines for action.

The Army Reserve Officers' Training Program is modified as follows: during the freshman year 30 classroom hours of the 180 regularly scheduled for Army instruction can be substituted for by a nonmilitary-taught course; during one semester of each of the two years of the Advanced Course the student chooses for study as part of his military course a full-time academic subject from one of the following general academic areas: Effective Communication, Science Comprehension, General Psychology, Political Development and Political Institutions. These elective subjects are taught by the civilian members of the College Faculty in whose area the subject falls. Complete freedom of selection of subjects from within the four academic areas is permissible except that a particular subject cannot be one required in the student's normal academic curriculum during his freshman and sophomore years. The Professor of Military Science will evaluate and approve subjects selected with a view to their value in furthering the professional qualifications of the student as a prospective commissioned officer in the United States Army.

The four-year curriculum is divided into two major phases:

(1) The Basic Course—covering the first two academic years. Academic credit is not authorized by the College for this portion of the program. Enrollment for freshmen involves one hour of classroom instruction weekly and for sophomores two hours. An additional 30 hours of practical laboratory periods of leadership training each academic year comprises the instruction given to freshmen and sophomores. Satisfactory completion of the freshman course is a prerequisite for advancement to the second year of the Basic Course. Previous military training or satisfactory completion of accredited secondary school R.O.T.C. is accepted in lieu of first year work in Military Science. The student must be physically qualified. Basic Course students are eligible for deferment from military service under the Universal Military Training and Service Act upon their application.

(2) The Advanced Course—covering the third and fourth aca-

demic years. The College awards full academic credit for this course. Successful completion of the Basic Course (or equivalent credit), application by the student, and selection by the Department of Military Science are prerequisites for enrollment. This course involves a minimum of four hours of practical laboratory periods in leadership training each academic year. Three of the four hours of classroom instruction during one of the two semesters each year will be devoted to the College-taught subject selected by the student. Students are paid at the rate of approximately $27 per month while they are enrolled in the Advanced Course except for the period they are at R.O.T.C. summer camp.

Between the third and fourth years, students attend a six weeks' summer camp at an Army installation. During the period at summer camp the students are paid at the rate of $78 per month. Including travel pay at five cents a mile to and from summer camp, each student receives a total of approximately $700 during the course. Advanced Course students are deferred from military service under the Universal Military Training and Service Act.

Uniforms and textbooks are provided at no expense to students enrolled in the basic and advanced course.

A student who has enlisted in the Army Reserve and has completed his six months' active duty for training period may enroll in the R.O.T.C. program. Each year of the R.O.T.C. program successfully completed will satisfy the requirement for participation in the ready reserve for that year. Students with other reserve obligations are encouraged to communicate with the Department of Military Science for further information.

Preparatory training in College followed by active service as a commissioned officer gives the individual as a student, and later as a graduate, maximum leadership and management experience of a type which will prove highly beneficial to him in his future executive, professional, or business occupation.

The Library

THE Library of Bowdoin College is housed in Hubbard Hall, a modern, fireproof structure, forming the southern end of the campus quadrangle. It possesses about 267,000 bound volumes and many thousands of pamphlets.

The main entrance hall contains the delivery desk and the card catalogue, which is arranged as both an author-title and subject catalogue. Instruction in the use of the Library is given all entering students. Directly off the main entrance hall on the left is a spacious general reading room with seats for eighty readers, having on its shelves selected and standard works of reference and volumes reserved for use in connection with college courses. On the right of the entrance hall a corridor leads to the newspaper room and the periodical room. The Library possesses many complete sets of American and foreign periodicals, and about 660 titles are currently received by subscription and may be freely consulted in the periodical room. The collection of microfilms includes all of the periodicals printed in this country before 1800 and very full historical source material of the Southwest.

On the second floor, radiating from a central hall having on its walls the portraits of the Presidents of the College, are several faculty studies, a language laboratory, and the Bureau for Research in Municipal Government. The Alumni Reading Room at the east end constitutes a large and comfortable reading room and contains a wide selection of volumes for the recreational reading of undergraduates during leisure hours.

The Rare Book Room, also located on the second floor, was the gift of an anonymous donor. It was formerly the library in a private residence in New York City, and was designed by the late C. Grant La Farge. The most interesting features of the room are the antique ceiling and mantelpiece, which are both fine examples of sixteenth-century Italian Renaissance art. The ceiling, which originally was in an old palace in Naples, is of an intricate and rich design, executed in carved and gilded wood, with five contemporary paintings of religious and allegorical subjects in the panels. The design of the antique central portion has been skillfully reproduced at the two ends. The mantelpiece is of Istrian stone, and the woodwork of the walls is French walnut. Set in the paneling over the mantelpiece is a portrait of Henry Wadsworth Longfellow, of the Class of 1825, by Healy.

Among the books shelved in the Rare Book Room, two groups are worthy of special mention. The first group, totaling about twelve hundred volumes in the fields of art, architecture, biography, and history, is remarkable not only for their contents but also as examples of the bookmaker's art, for their illustrations, for the paper on which they are printed, and especially for their rich bindings, many in full leather beautifully tooled and inlaid, emanating from the shops of the foremost English and French binders of the last seventy-five years. From the point of view of binding alone this is probably one of the outstanding collections in the country. The second group consists of a nearly complete collection of the books printed by The Southworth Press and by its successor, The Anthoensen Press, since 1923. It was given in 1946 by Mr. Frederick W. Anthoensen, A.M., and is a constantly growing collection.

Special libraries in biology, chemistry, mathematics, music, and physics are maintained in college buildings occupied by those departments, and are under the supervision of the College Librarian.

The private library of the Honorable James Bowdoin, numbering about two thousand items, many of them rare and important works of the eighteenth century, was received after his death in 1811 and has been preserved as a unit. In 1880 the extensive collections of the Peucinian and Athenæan Literary Societies were added. The Library has received many notable and considerable gifts in more recent times. The Carlyle Collection, the gift of Isaac Watson Dyer, of the Class of 1878, is rich in English and American editions of that author. The Longfellow Collection is distinguished by the number of editions of the poems in many languages and by interesting Longfellow manuscripts and historical material. Housed in the upper tower room is the Abbott Collection, which has as its nucleus the personal library and manuscripts of Jacob Abbott and the works of other members of the Abbott family. The extensive Huguenot Collection is especially noteworthy for the number and quality of works contemporary with the early periods of Huguenot history. Worthy of special mention also are the growing Arctic Collection and the Maine Collection, with its many rare items dealing with Maine history and antiquities.

The Library's map collection, totaling nearly 15,000 items, was the gift of the Army Map Service. Additions are made regularly to the collection, which is housed in special steel vertical files. The collection is fully catalogued and arrangement is by area covered. Index maps of significant areas also facilitate the locating of specific maps.

During term time the Library is open weekdays from 8:30 to 12:30, 1:15 to 5:30, and from 7:00 to 11:30; Sundays from 2:00 to

4:55, and 7:00 to 11:30. In vacation it is open seven hours daily, with the exception of Sundays and holidays.

Annual accessions, which average over five thousand volumes, are made to the Library by means of an appropriation by the Boards for that purpose, by gifts, and from a part of the proceeds of various funds whose provisions are described below. These funds at present total $686,879.

TERMS OF FOUNDATION AND USE

The terms of foundation and restrictions as to the use of the income of the funds of the Library are listed below in alphabetical order with the dates of their establishment enclosed within parentheses. Since 1933 the income of the John Hubbard Fund, which now amounts to $441,225, has been appropriated by the Governing Boards for the uses of the Library.

Achorn Fund. By the conditions of the fund of $1,500 established by Edgar Oakes Achorn, LL.D., of the Class of 1881, for providing the College with American flags, any surplus income is used for the purchase of books for the Library. (1932)

Adams Memorial Book Fund. A bequest of $2,000 from William Cushing Adams, of the Class of 1897, in memory of Jonathan Edwards Adams, D.D., 1853; Frederic Winslow Adams, 1889; William Cushing Adams, 1897; and Stanley Baker Adams, 1920. It is used for the "purchase of the best books on biography and immortality." (1947)

Appleton Library Fund. This fund of $10,053 was given by the Honorable Frederick Hunt Appleton, LL.D., of the Class of 1864, in memory of his father, the Honorable John Appleton, LL.D., Chief Justice of Maine, of the Class of 1822. It is for the "general uses of the College Library." (1916)

Ayer Book Fund. This fund of $1,020 was established by the Athenæan Society from a bequest of the Honorable Samuel Hazen Ayer, of the Class of 1839. (1887)

Alexander F. Boardman Fund. A bequest of $500 from Edith Jenney Boardman, for thirty-five years the Cataloguer in the Library, in memory of her father, Alexander F. Boardman, to be used for the purchase of books, preferably in the field of science. (1949)

Bond Book Fund. This fund of $7,220 was given by the Reverend Elias Bond, D.D., of the Class of 1837, for the purchase of books relating to religion and ethics. (1889)

George Sullivan Bowdoin Book Fund. This fund of $1,041, given by the gentleman whose name it bears, is devoted to the maintenance of a collection of books relating to the Huguenots. (1895)

Philip Henry Brown Book Fund. This fund of $2,040 is devoted to the purchase of books on rhetoric and literature. It was given by the executor of the estate of Captain John Clifford Brown in fulfillment of the latter's desire to establish a memorial of his father, Philip Henry Brown, Esq., of the Class of 1851. (1901)

Burton Book Fund. A gift now amounting to $760 from the former law clerks and secretary of Justice Harold Hitz Burton, of the Class of 1909, upon his retirement from the Supreme Court of the United States. The income is to be used for the purchase of books in his honor. (1958)

Henry Leland Chapman Memorial Fund. A fund of $7,006 established by Frederic Henry Gerrish, M.D., LL.D., of the Class of 1866, in memory of his classmate, Professor Henry Leland Chapman, D.D., LL.D. It is used for books in English literature. (1893)

Class of 1875 Book Fund. This fund of $1,671 was established by the Class of 1875. It is used for the "purchase of books relating to American history, in its broadest sense." (1918)

Class of 1877 Book Fund. This fund of $1,033 is a class contribution. (1908)

Class of 1882 Book Fund. This fund of $2,346 is a class contribution. (1908)

Class of 1888 Library Fund. A fund of $1,210 established by the Class of 1888 on its fortieth anniversary. It is for the "use of the Library, preferably for the purchase of books." (1928)

Class of 1890 Book Fund. This fund of $2,020 is a class contribution. (1908)

Class of 1901 Book Fund. This fund of $727 is a class contribution. (1908)

Class of 1904 Library Fund. A fund of $4,436 established by the Class of 1904 on its twenty-fifth anniversary. (1929)

Class of 1924 Book Fund. A fund of $2,000 given by the Class of 1924 to be used for the purchase of new books. (1952)

Lewis S. Conant Memorial Fund. A bequest of $63,412 from

Mrs. Emma L. Conant, of Brookline, Massachusetts, in memory of her husband, Lewis S. Conant, to be used for the purchase of non-fiction books. (1952)

Else H. Copeland Fund. A gift of $500 from the National Blank Book Co., of Holyoke, Massachusetts, to establish a book fund in memory of Mrs. Else H. Copeland. (1957)

Cutler Library Fund. A fund of $1,020 given by the Honorable John Lewis Cutler, of the Class of 1837. It is used for the purchase of books and periodicals. (1902)

Darlington Book Fund. A gift of $1,000 from Mrs. Sibyl Hubbard Darlington, the "income to be used for the purchase of current books, preferably for the reading room." (1928)

Drummond Book Fund. This fund of $3,045 is a memorial of the Reverend James Drummond, of the Class of 1836, and was given by his widow and his daughter, Mrs. Charles F. Dole, of Boston, Massachusetts. (1907)

Dunlap Book Fund. A gift of $350 from Mr. and Mrs. Edward A. Dunlap in memory of their son, Edward A. Dunlap, III, of the Class of 1940, the income to be used for the purchase of books. (1955)

Henry Crosby Emery Book Fund. A fund of $2,000 given by the Class of 1899 in memory of one of their teachers, Professor Henry Crosby Emery, Ph.D., LL.D., of the Class of 1892. It is used for the purchase of books in the social sciences. (1926)

Francis Fessenden Library Fund. A bequest of $10,000 from John Hubbard, a son of General Thomas Hamlin Hubbard, LL.D., of the Class of 1857, to establish a library fund in memory of his father's friend, General Francis Fessenden, of the Class of 1858. (1934)

Fiske Book Fund. This fund of $1,020 was established by the will of the Reverend John Orr Fiske, D.D., of the Class of 1837. (1910)

Fuller Library Fund. A bequest of $25,000 from Mrs. Hugh Wallace, a daughter of Chief Justice Melville Weston Fuller, LL.D., of the Class of 1853, in memory of her father. (1938)

General Fund. This fund consists of the contributions of several persons and totals $2,473.

Arthur Chew Gilligan Memorial Fund. A bequest of $1,191 from Mrs. Mary C. Gilligan in memory of her son, Professor Arthur

Chew Gilligan (1896-1943), to be used for the purchase of books, with preference to books selected by the French Department. (1952)

ALBERT T. GOULD FUND. A gift of $1,000 by Albert Trowbridge Gould, LL.D., of the Class of 1908. It is used for the purchase of books in the fields of maritime history and exploration. (1946)

HAKLUYT LIBRARY FUND. This fund of $1,100 was established by Robert Waterston for the purchase of books on exploration and travel. (1875)

HAM BOOK FUND. A fund of $1,080 established by Edward Billings Ham, L.H.D., of the Class of 1922, in memory of his father, Professor Roscoe James Ham, L.H.D. The income is used for the purchase of books in the Russian language and literature. (1954)

ROBERT L. HAPP BOOK FUND. A gift of $100 from several friends of Robert L. Happ, of the Class of 1953, to establish a book fund in his memory. (1958)

LOUIS CLINTON HATCH BEQUEST. The sum of $100 is provided each year by the will of Louis Clinton Hatch, Ph.D., of the Class of 1895, "for books on the subjects of history, government, and economics, decided preference to be given to large sets and to publications of learned societies, valuable for the purposes of investigation." (1932)

SAMUEL WESLEY HATCH BOOK FUND. A bequest of $1,000 from Miss Laura Ann Hatch, of Brunswick, as a memorial of her father, Samuel Wesley Hatch, of the Class of 1847. The income is used for the purchase of books. (1928)

CHARLES TAYLOR HAWES FUND. A gift of $2,500 from Mrs. Hawes in memory of her husband, Charles Taylor Hawes, LL.D., of the Class of 1876, the "income to be used preferably for books for the library." (1940)

HOLBROOK LIBRARY FUND. A bequest of $2,000 from the Reverend George Arthur Holbrook, A.M., of the Class of 1877. (1940)

HUBBARD LIBRARY FUND. This fund of $106,268 was established by General Thomas Hamlin Hubbard, LL.D., of the Class of 1857. It is used "for the maintenance and improvement of the library building and library." (1908)

THOMAS HUBBARD BOOK FUND. A fund of $3,307 given by the surviving children of General and Mrs. Hubbard—John Hubbard,

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The athletic program at Bowdoin is designed for all students. Each undergraduate is required to take part in a sport in college which he may continue to enjoy in later years. Tennis, golf, skating and swimming are favorites. →

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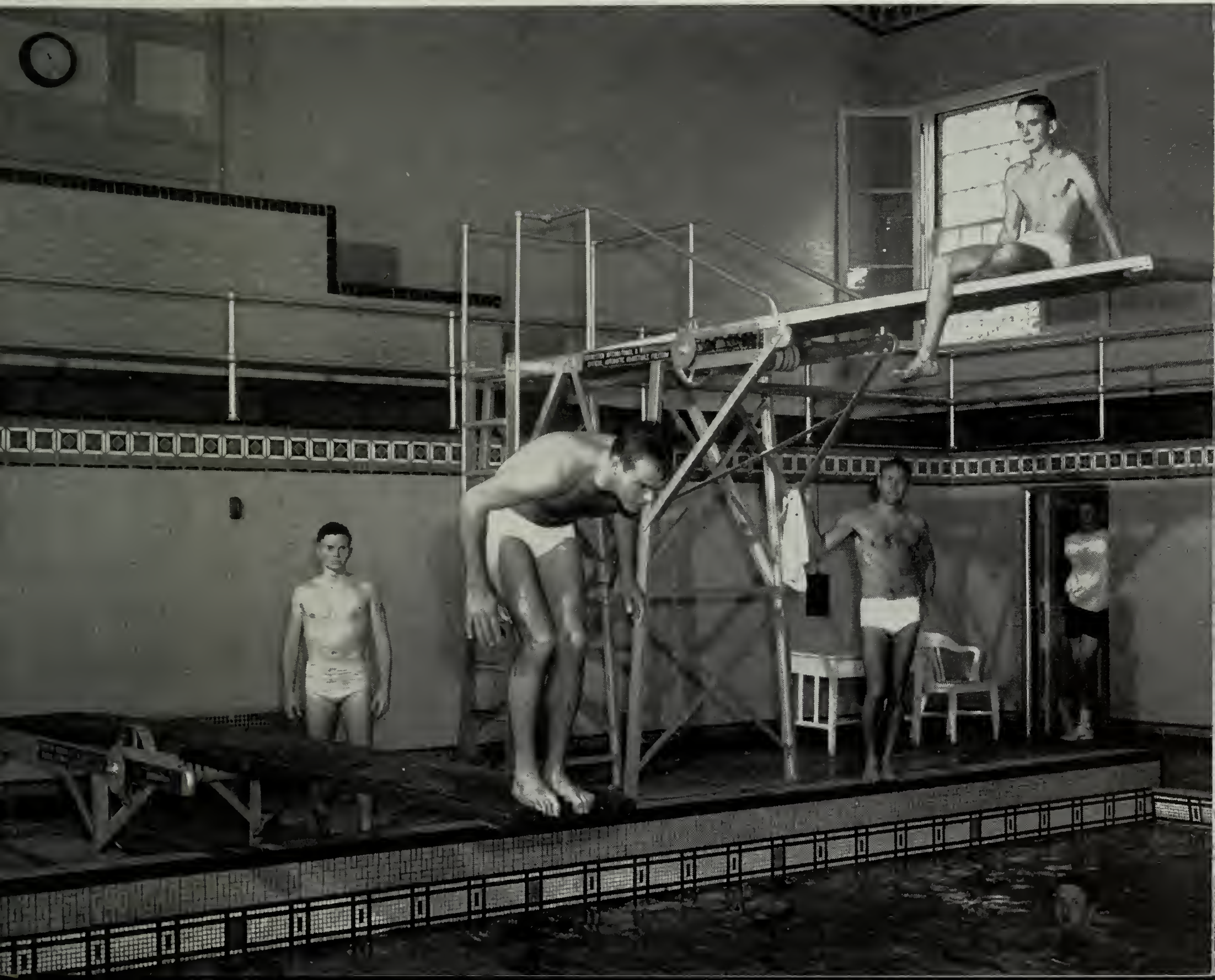

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Anna Weir Hubbard, and Mrs. Sibyl Hubbard Darlington—in memory of their brother, Thomas Hubbard. (1922)

Winfield S. Hutchinson Library Fund. A bequest of $33,415 from Mrs. Adelaide L. Hutchinson to establish a fund in memory of her husband, Winfield S. Hutchinson, of the Class of 1867, the income to be used for the purchase of books. (1958)

Elijah Kellogg Memorial Fund. A gift now amounting to $1,177 from Harvey D. Eaton, of Waterville, Maine. "Two-thirds of the income each year shall be used for the purchase of books, and one-third of the income shall be added to the principal." (1950)

William Witherle Lawrence Book Fund. A bequest of $7,500 from Professor William Witherle Lawrence, Ph.D., Litt.D., of the Class of 1898, the income to be used preferably but not necessarily for the purchase of books on language and literature. (1958)

Brooks Leavitt Fund. This fund of $111,642 was left to the College by Brooks Leavitt, A.M., LL.B., of the Class of 1899. The income, in accordance with a vote of the Boards, is applied to the general uses of the Library. (1954)

Solon Bartlett Lufkin Library Fund. A bequest of $500 from Solon Bartlett Lufkin, of Brunswick, for the "purposes of the library." (1931)

Robert Henry Lunt Fund. A gift of $1,500 from William Edward Lunt, Ph.D., L.H.D., Litt.D., of the Class of 1904, and Mrs. Lunt in memory of their son, Robert Henry Lunt, of the Class of 1942, to be used for the purchase of books in the field of international relations. (1947)

William Edward Lunt Fund. A gift of $510 from Mrs. William E. Lunt in memory of her husband, William Edward Lunt, Ph.D., L.H.D., Litt.D., of the Class of 1904, the income to be used for the purchase of books in the fields of Medieval and English history. (1957)

Lynde Book Fund. This fund of $1,487 was established by the will of George Lynde, of New York, in memory of Frank Josselyn Lynde, of the Class of 1877. (1918)

Mabel Niver Matthews Book Fund. A bequest of $1,160 from Mrs. Della Fenton Matthews, of Brunswick, to establish a book fund in honor of her daughter. (1956)

Samuel A. Melcher Fund. A bequest of $5,530 from Miss Lucy

← Above: *The hockey arena is used not only for intramural and intercollegiate hockey contests but also for recreational skating. It has a comfortable seating capacity for at least* 2,500 *spectators.*

Below: *Pickard Field of seventy-five acres contains two regulation baseball diamonds as well as several spacious playing fields for football and soccer, ten tennis courts, and a commodious field house.*

H. Melcher to establish a fund in memory of her father, Samuel A. Melcher, of the Class of 1877. The income is to be used for the purchase of books. (1960)

William Curtis Merryman Fund. A bequest of $1,000 from Mrs. Alice Shaw Merryman, of Brunswick, as a memorial of her husband, William Curtis Merryman, A.M., C.E., of the Class of 1882. It is used for general purposes of the Library. (1942)

Montague Book Fund. A gift of $5,000 from Mr. Gilbert H. Montague to establish a fund, the income to be used for the purchase of books. (1959)

Morse Fund. A bequest of $1,000 from Edward Sylvester Morse, Ph.D. (1926)

Packard Book Fund. This fund of $500 is devoted to the purchase of books relating to the state of Maine, as a memorial of Professor Alpheus Spring Packard, D.D., of the Class of 1816. (1890)

William Alfred Packard Book Fund. This fund of $5,000 was established by the will of Professor William Alfred Packard, Ph.D., D.D., of the Class of 1851. It is used "preferably for the purchase of such books as illustrate the Greek and Latin languages and literatures." (1910)

Patten Library Fund. A fund of $500 given by Captain John Patten of Bath. (1882)

Frederick W. Pickard Fund. A bequest of $152,500 from Mr. Frederick William Pickard, LL.D., of the Class of 1894, to be used for the purchase of books and other materials. (1952)

Lewis Pierce Book Fund. This fund of $32,009 was established by Henry Hill Pierce, LL.D., of the Class of 1896, in memory of his father, a member of the Class of 1852. It is used "preferably for the purchase of books." (1926)

Sherman Book Fund. This fund of $2,209 was established by Mrs. John C. Dodge, of Cambridge, Massachusetts, in memory of her brothers, Joseph Sherman, LL.D., of the Class of 1826, and Thomas Sherman, M.D., of the Medical Class of 1828. Its proceeds are used for current literature. (1882)

Sibley Book Fund. This fund of $7,094 was established by Jonathan Langdon Sibley (A.M., Bowdoin, 1856), Librarian of Harvard College, and is for the purchase of books relating to American history. (1881)

Sills Book Fund. A fund now amounting to $13,471 given by members of the faculty, alumni, and friends in tribute to Kenneth Charles Morton Sills, L.H.D., LL.D., of the Class of 1901, President of the College, 1918-1952, and to his wife, Edith Lansing Koon Sills, L.H.D. (Hon., 1952). (1952)

Edgar M. Simpson Fund. A gift of $1,000 from Mrs. Margaret S. Millar to establish a book fund in memory of her father, Edgar M. Simpson, of the Class of 1894. (1957)

Smyth Fund. By the conditions of the Smyth Mathematical Prize Fund the income over and above that necessary for paying the prize is devoted to the purchase of mathematical books. (1876)

Daniel Caldwell Stanwood Book Fund. A gift of $5,375 from Miss Muriel S. Haynes to establish a book fund in memory of her brother-in-law, Daniel Caldwell Stanwood, Professor of International Law from 1918 to 1936. The income of the fund is used for the purchase of books in government and legal studies, with preference to be given to books in international law and international relations. (1959)

Edward Stanwood Book Fund. A fund of $1,270 bequeathed by Edward Stanwood, Litt.D., of the Class of 1861. It is used "preferably for books in American political history." (1925)

Charles Cutler Torrey Book Fund. A bequest of $1,000 from Charles Cutler Torrey, Ph.D., D.D., Litt.D., L.H.D., of the Class of 1884, to be used for the purchase of books, preferably in the field of fine arts. (1957)

Joseph Walker Fund. This fund of $5,351 was given by the trustees under the will of Joseph Walker, of Portland. Its proceeds, in accordance with a vote of the Boards, are applied to the general uses of the library. (1896)

White Pine Fund. A gift of $10,231 by an anonymous donor to establish a fund, the income to be used for the purchase of books. (1959)

Williams Book Fund. A gift of $500 from the friends and relatives of Thomas Westcott Williams, of the Class of 1910, to be used for the purchase of books preferably in American history or economics. (1946)

Wood Book Fund. This fund of $1,000 was given by Dr. Robert Williams Wood, of Cambridge, Massachusetts, of the Medical Class of 1832. It is used for books on sociology. (1890)

The Fine Arts

ART COLLECTIONS

THE Walker Art Building was presented to the College by the Misses Walker, of Waltham, Massachusetts, as a memorial to their uncle, Theophilus Wheeler Walker, of Boston, a cousin of President Woods. Designed in 1892 by Messrs. McKim, Mead, and White, the building, in simple Renaissance style, is one of the finest of its kind in the country, and houses certain collections which are pre-eminent of their type. The best known is the collection of portraits, bequeathed in 1811, by James Bowdoin, the first benefactor of the College, with a matchless group of colonial paintings by Robert Feke, and two famous likenesses of Presidents Madison and Jefferson by Gilbert Stuart. James Bowdoin also left to the College a group of drawings, including a masterpiece by Pieter Brueghel. Edward P. Warren gave a collection of antiquities which is widely known, and Dr. Henri B. Haskell, Med. 1855, provided the set of magnificent Assyrian reliefs which decorate Sculpture Hall. Also in Sculpture Hall are four celebrated tympana murals by Cox, La Farge, Vedder, and Thayer. The Baxter Collection of watches is a popular favorite, as is also the notable group of Chinese ceramics given by former Governor and Mrs. William Tudor Gardiner. In addition, there are paintings by such American masters as Winslow Homer and Marsden Hartley, and displays of very fine European and American silver, given mostly by James Potter Kling and Mrs. Albert E. Davies. These are but a selection of the items in the permanent collections available for enjoyment and study.

The Museum also aims at providing a wider service to the College and community by supplementing its possessions with loan exhibitions. During the past twenty years, four old masterpieces by Cuyp, Stuart, Gainsborough, and Rembrandt, have been on loan from the late Sir Harry Oakes, '96, and Lady Oakes. Modern paintings have also been displayed in a series of monthly exhibitions. In addition, the Student Loan Collection enables students to rent at a nominal sum the finest color reproductions available; this collection of framed examples of old and modern masters now numbers nearly five hundred pictures. The Museum also takes pride in one of the finest collections of color slides owned by any American institution.

DRAMA AND STAGECRAFT

Since 1903, when a group of students organized the Bowdoin Dramatic Club, the regular production of plays has been recognized and valued as part of the extracurricular program of the College. The name of the club was changed to the Masque and Gown in 1909, and two years later annual Shakespearean productions were inaugurated as a regular feature of the Commencement activities. Nineteen of Shakespeare's plays have been shown, one as many as six times.

Many modern plays have also been produced, often in connection with house parties; and since 1941 some of these have been played in arena style, with the audience on four sides of the acting area. Perhaps the most significant activity of the club has been its encouragement of playwriting. For twenty-eight years, in annual one-act play contests, student-written plays have been produced for cash prizes. Winners of these contests have later written full-length plays, fifteen of which have been produced on campus and three professionally in New York. As a direct result of this work, a course in playwriting is now offered by the Department of English.

No courses are offered in acting or stagecraft, but the new Pickard Theater in Memorial Hall permits informal instruction. This generous gift by the late Frederick William Pickard, LL.D., a member of the Class of 1894, of a theater on campus makes possible more finished productions than in the past. Valuable experience in acting, directing, design, lighting, and stagecraft under ideal conditions is now available to any student wishing to engage in these activities. The theater is booked and supervised by the Director of Dramatics. For the past three summers the theater has been occupied by a professional company, in which students have been invited to serve as apprentices.

Membership in the Masque and Gown results from major work on one or minor work on two of the plays produced each season. An executive committee of undergraduates elected by the members determines the program for each year, handles the finances and publicity of the club, and organizes the production work. To operate efficiently, the Masque and Gown needs box-office and publicity men, directors, designers, builders, painters, electricians, property men, and costumers as well as actors and playwrights.

MUSIC

Bowdoin offers its students an unusual variety of musical opportunities. Over one-fifth of the undergraduates are engaged in one or more of the several organizations such as the Glee Club, the *a capella* choir which sings at vesper services on Sunday, the band, the double quartet, the brass ensemble featuring "Tower Music," the groups which present musical programs weekly at Chapel, occasional Sunday afternoon recitals in the Moulton Union, and concerts of rarely performed music sponsored by the Bowdoin Music Club along the lines of the medieval "Collegium Musicum." There is also an annual concert series devoted mostly to chamber music. These are free to the public and students. The Interfraternity Singing Competition for the Wass cup is one of the most popular events in the college calendar. At the 1957 competition the Delta Kappa Epsilon Fraternity donated a new cup in memory of George W. Graham, of the Class of 1955, to replace the President's Cup as an annual award for improvement. A record loan system gives students the privilege of enjoying recordings from the extensive collection of the Department of Music in their own rooms.

Students at Bowdoin have always been especially interested in the Glee Club. The season of 1951-1952 included appearances with ten women's colleges and over twenty-one concerts, including seven performances of Mozart's *Requiem*. In May, 1957, the Club made a recording of its 1957 program. On April 22, 1961, at its fourth Town Hall concert, it celebrated its twenty-fifth season under the leadership of Professor F. E. T. Tillotson. Two double-faced LP records of the entire program have been produced as a souvenir of the anniversary. On May 12, 1961, the Club appeared with the Boston Symphony "Pops" for the fourteenth time. Each year in the Christmas season, there is a joint concert with a prominent New England women's college and a choir concert in the Walker Art Museum.

During the summers of 1948 through 1950, Bowdoin's double quartet, "The Meddiebempsters," on tours sponsored by the United States Army, entertained soldiers and patients at American camps and hospitals in Europe. They repeated this experience in the summers of 1953, 1954, 1955, and 1958, and will do so again in 1962. On March 28, 1957, the Meddiebempsters sang on a nationally televised program; and on May 10, 1957, they performed at Carnegie Hall, New York, having been selected by the Yale Broadcasting Corporation as one of the ten best octet groups in the country. Professional teachers visit the campus once every week to give instruction in piano, cello, voice, and organ to those students who wish to continue their interest in the study of applied music. Although lessons are contracted for individually, the College provides practice rooms without charge in the Harvey Dow Gibson Hall of Music.

PRINTING AND TYPOGRAPHY

To supplement the opportunities offered to students in the Fine Arts, the College now has a well-equipped printing shop in the basement of Hubbard Hall. The equipment consists of a generous assortment of Caslon types especially imported from England, a smaller quantity of Oxford types, stands, stone, cutters, etc., and an old-style hand press. The purpose is to introduce interested students to the vocational possibilities offered in printing, and in its allied fields in which some knowledge of printing and typography may be of value—editorial work, publishing, advertising, institutional promotion, and the production of fine printing itself. To accomplish this end, an informal course is offered, providing a minimum training in handling the essential materials of printing, and a basic knowledge of types and the principles of typography. The members of the course meet as a group one evening a week, and individual students may arrange for shop periods when they can devote their spare time to projects of their choice under the guidance of an instructor. No commercial work of any kind will be undertaken in the shop. The instructor in the course is Mr. Sheldon Christian, A.B., S.T.B., of the Pejepscot Press, of Brunswick.

The College Library already owns many examples of fine printing which include the publications designed and printed by Frederick W. Anthoensen (A.M., 1947), of The Anthoensen Press, of Portland; books printed by Thomas Bird Mosher (A.M., 1906), also of Portland; and publications of the Grolier Club, of New York. In the field of early printing the Library possesses several examples of incunabula as well as a collection of 270 leaves of incunabula, mounted and described by Konrad Haebler. For several years the Library has been purchasing books in the field of printing and typography made possible by gifts to the Anthoensen-Christian Fund, established in 1946 to provide a typographical collection. In 1950 the Library received from a friend who wishes to remain anonymous a unique collection of volumes bound in full leather, beautifully tooled and inlaid by some of the world's finest binders. Among the binders represented are Meunier, Zaehnsdorf, Lortic, Michel, Chambolle-Duru, Riviere and Son, Taffin, Bradstreet, Ruban, Cuzin, and Gruel.

The Bureau for Research in Municipal Government

THE principal purpose of the Bureau for Research in Municipal Government is to provide adequate facilities for training students in the use of primary materials relating to local and state government. A secondary aim is to supply information to citizens, civil organizations and government officials. The Bureau is located on the second floor of Hubbard Hall.

The Bureau for Research in Municipal Government was established in 1914 and directed from that date until 1952 by Orren Chalmer Hormell, Ph.D., D.C.L., DeAlva Stanwood Alexander Professor of Government, *Emeritus*. Its establishment was made possible by a generous contribution from William John Curtis, LL.D., a member of the Class of 1875, and has been continued by gifts from interested alumni and appropriations from the Governing Boards. Today a portion of the income from a fund established by Guy Parkhurst Estes, a member of the Class of 1909, is used for the support of the work of the Bureau.

The library of the Bureau consists of publications catalogued under such subjects as: municipal finance, charters and charter making, zoning, planning, municipal ordinances, personnel management, public utilities, and taxation. Most of the pertinent periodicals dealing with state and local government and public administration are also among the materials available in the Bureau library. During the forty-seven years of its existence, the Bureau has furnished students a carefully chosen yet comprehensive selection of source material on various phases of American government —information which has been of particular value in courses offered by the Department of Government and Legal Studies.

The Bureau has also made significant contributions to public service by furnishing information and technical aid to many cities and towns in New England, and especially in Maine. A lasting contribution to civic knowledge has been made by the publication of monographs in the *Government Research Series* of the *Bowdoin College Bulletin.* This series now numbers twenty-three studies on various aspects of state and local government in Maine.

BOWDOIN CITIZENSHIP CLEARING HOUSE

The Citizenship Clearing House promotes student interest and participation in political party activity. Originated by Arthur Vanderbilt, late Chief Justice of the New Jersey Supreme Court, the organization is non-partisan. Affiliated with the Law Center of New York University, and administered regionally at Amherst College, the national Citizenship Clearing House provides funds for a program to bring Bowdoin students into contact with practical politics.

Students have opportunities to become involved in political party work in addition to meeting and questioning candidates for important public positions and experts on the political process. Bowdoin undergraduates also participate through arrangements made for them to work as assistants to the county delegations at the state party conventions. During the 1960 Presidential campaign, students of politics were afforded the opportunity to participate in all forms of electioneering activity by working with the local party organization of their choice. A two-day spring conference on political issues with nationally known figures as guest speakers is now a traditional feature of the Bowdoin program.

Finally, a Political Information Center has been formed. The chief goal of the Center is the encouragement of scholarly research in the political process among undergraduates through the publication of noteworthy papers. The most recent monographs published under the auspices of the Center are: *Maine Elects a Republican—1958* by Theodore Curtis, Class of 1962; *Non-Voting: Auburn, Maine—September, 1958* by I. Joel Abromson and Donald M. Bloch, Class of 1960; *Campaign Finances: Maine—1958* by Alfred Schretter, Class of 1959; *The Long Vigil: A Study of a 1958 State Senatorial Election in Massachusetts* by Stephen E. Hays, Class of 1961; and *Campaign Workers: A Motivational Study* by Granville Magee, Class of 1962. These studies have won commendation from both academicians and practising politicians. In these various ways, the Bowdoin Citizenship Clearing House works to help students provide better minds for better politics.

The Bowdoin Scientific Station

THE College maintains a Scientific Station at Kent Island in the Bay of Fundy, New Brunswick, Canada, where qualified students in biology have an opportunity to conduct field work on biological problems. Kent Island, containing approximately one hundred and fifty acres and several buildings, was presented to the College in 1935 by Mr. John Sterling Rockefeller, of New York City. Charles Ellsworth Huntington, Ph.D., Assistant Professor of Biology, is the Director of the Station.

This valuable adjunct to the scientific resources of the College is an outpost island at the entrance to the Bay of Fundy, the home of thousands of sea birds, and is especially attractive to students of ornithology. The extensive tides in the Bay provide excellent conditions for the study of marine biology. A wide diversity of environmental conditions, ranging from marsh land to virgin spruce timber, makes the island equally attractive to students of ecology and other fields of biological investigation.

No formal courses are offered at the Station, but students are encouraged to select problems for investigation at Kent Island during the summer and to conduct field work on their own initiative with the advice and assistance of the Department of Biology. Approved field work at the Station is acceptable for credit in *Biology 7-8* (Special Laboratory and Field Investigations) and *Biology 200* and *Biology 300-303* (the Honors courses). Financial assistance for students doing research at Kent Island is available from the Alfred O. Gross Fund and the Kent Island Fellowship Fund.

Scientific investigators from other institutions have frequently availed themselves of the opportunities afforded by the Station. Their presence has been a valuable stimulus to the undergraduate members of the Station in the conduct of their work.

Center for Economic Research

THE Center for Economic Research of the Economics Department of Bowdoin College is an organization devoted to economic research and publication, especially in the area of the Maine economy. The Center publishes the *Maine Business Indicators* which regularly includes comment on current conditions together with articles on particular aspects of the economic structure of Maine. As part of these activities the Center collects and makes available a wide range of economic data concerning Maine and northern New England.

The establishment of the Center is an outgrowth of work begun in 1954, when the Maine College Community Research Program was formed by members of the Bowdoin Department of Economics in coöperation with economists from Bates, Colby, and the University of Maine. The MCCRP included the participation of business leaders in the state and was sponsored by the Committee for Economic Development and the Ford Foundation. As a result of this Program several studies on specific aspects of the economy were carried out and the Bowdoin College unit developed and prepared an index of Maine business and the *Maine Business Indicators.* The *Indicators* has been issued monthly by the Bowdoin College unit since September, 1956. Special research projects for government and other organizations are also carried on by the Center.

Late in 1958 the Maine College Community Research Program ended and it was felt that the continuation of the *Indicators* and the other related activities could be more satisfactorily carried out through the formation of the Center. Financial support for the Center and the *Indicators* is obtained by gifts made to Bowdoin especially for this purpose.

Scholarships, Loans, and Financial Aid

SCHOLARSHIP grants, loans, and student employment are the principal sources of aid for Bowdoin students who need help in meeting the expenses of their education. Bowdoin believes that a student who receives financial aid as an outright grant should also expect to earn a portion of his expenses and that he and his family should assume responsibility for repayment of some part of what has been advanced to help him complete his college course. Grants will total about $250,000 in 1961-1962 and will be made to nearly one-third of the entire student body. All awards are made on the basis of good rank and financial need. Since scholarship grants are not student honors, need is requisite in every case. The financial aid program is coördinated by the Director of Student Aid, to whom all applications, except those from students not yet enrolled in college, should be directed. Prospective freshmen should submit their applications to the Director of Admissions.

In recent years, more than $90,000 in loans have been made annually to students. Increasingly, long-term loans are becoming an integral part of financial aid, supplementing scholarship grants. Long-term loans may also be made to students not receiving scholarship grants on recommendation of the Director of Student Aid. Long-term loans are ordinarily made on terms similar to those offered under the National Defense Student Loan Program, with no interest being charged while the student remains in college and with provision for postponement of payment to allow for graduate study and military service. Small, short-term loans are available upon application at the Business Office.

The student employment program offers a wide variety of opportunities to undergraduates. These include direct employment by the College, employment by the fraternities, and employment by outside agencies represented on the campus or located in the community. Many jobs are assigned as a part of the financial aid program, some of them as direct supplement to grants and loans, but there are other opportunities for students who are interested, able and willing to work. Except for the assignment of a few jobs known as Bursaries, special commitments for employment are not made to freshmen until after the opening of College in September.

year receive prematriculation awards to help them meet the expenses of their first year. Recently the range of awards has extended from $400 to $2,000. As noted above, some awards are direct grants, with others including the tender of loans and Bursaries. The size and nature of these awards depend upon the need demonstrated by the candidates. Application should be made to the Director of Admissions before March 1 of each year. Candidates are notified of prematriculation awards at the time they are notified of the decisions on their applications for admission, usually late in April of each year.

The general basis for the award of all prematriculation scholarships is the same although there are particular qualifications in several instances which are described below. For every award, however, each candidate is judged on the basis of his academic and personal promise, as well as on the degree of his financial need. In determining these, the College considers the evidence provided by the school record, the results of standardized aptitude tests, the recommendations of school authorities and others, the range and degree of the candidate's interests, and the statement of financial resources submitted on the College Scholarship Service form.

A freshman who holds a prematriculation award may be assured of continuing financial aid in like amount in his upperclass years if his need continues and his year-end grades are such as to assure normal progress toward graduation. This will ordinarily require a C– average with not more than one grade below C– and no grade below D– in regular courses. In each upperclass year the proportion of financial aid offered as a grant will be progressively decreased, and that offered as a loan increased, except in the case of certain scholarships where the full award must be made as an outright grant.

All awards of financial aid made in anticipation of an academic year, including the freshman year, will remain in effect for the full year unless the work of the holder is markedly unsatisfactory. Awards for such men may be reduced or withdrawn for periods of not less than one-half of one Semester or more than one Semester. Awards may also be reduced or withdrawn for gross breaches of conduct or discipline.

General Scholarships: Awards similar to prematriculation scholarships are granted to undergraduates already enrolled in college on the basis of their academic records and their financial need. Normally, these awards are made at the end of one academic year in anticipation of the next, but applications may also be made in

November for aid to be assigned during the second Semester. Awards made for a full year are subject to the same provisions covering prematriculation awards, but those made for a single Semester are not considered as setting award levels for the following year.

Bursaries and Major Employment Assignments: So far as practicable all college student jobs paying as much as $200 per year will be assigned on a signed contractual basis to students of recognized need by agreement between the Director of Student Aid, the Department Head concerned, and the students to be employed. Bursaries, assigned to incoming freshmen as part of their financial aid, are subject to similar regulations, whether they involve college jobs or work in fraternities.

Graduate Scholarships: These awards are made to students who have completed their work at Bowdoin and are pursuing advanced study at other institutions. They are described on pages 178-180 of this catalogue.

Prematriculation Scholarships

State of Maine Scholarships: These are the oldest of the prematriculation scholarships and are administered by a special committee of the faculty. Each year in the spring the College holds a competition for students who are residents of Maine and who are completing or have completed their secondary school training in the state. Students who have matriculated at other colleges are not eligible. Examinations are set by the College in English, in either Latin or mathematics, and in general information. Each year there are at least four awards in amounts which vary according to individual need, and for their assignment the state is divided into four districts. Usually an award is made to a candidate from each district. All candidates who take State of Maine Scholarship examinations are also considered for all other prematriculation awards for which they may qualify.

Other awards specifically for candidates from Maine are: the Eaton Scholarship for a resident of Washington County, the Leighton Fund Scholarships for residents of Knox County, the Moore Scholarships preferably for residents of Hancock County, and the Stetson Scholarships for residents of Lincoln County.

Bowdoin Scholarships: The College offers four scholarships, varying in amount according to demonstrated need to candidates who reside outside of the State of Maine.

Alumni Fund Scholarships: Thirty thousand dollars from the receipts of the Alumni Fund usually are set aside annually to provide scholarships for entering freshmen. These awards may be in amounts up to $2,000 depending on the financial status of each candidate, and selections are made by the Faculty Committee on Student Aid.

John Johnston Scholarships: The John Johnston Fund was established to provide scholarship aid to an able and worthy candidate, preferably from rural Maine, for whom a college education would be impossible without very considerable financial assistance. Awards from this fund are made by a committee composed of members of the Governing Boards of the College and the Director of Admissions.

Bowdoin Fathers Association Scholarship: An award, usually equal to tuition, is made available by the Bowdoin Fathers Association to a deserving candidate from outside of New England. Selection is made by a committee composed of the Dean of the College, the Director of Admissions, and a member of the Faculty Committee on Secondary Schools.

Adriel Ulmer Bird Scholarship: One award of $1,000 is made each year to a resident of New England who is attending a New England school. The recipient is selected by the Dean of the College and the Director of Admissions.

The Mary Decrow Dana Scholarship: One member of the entering class each year will be the recipient of this scholarship. The selection is made by the Dean of the College and the Director of Admissions.

The Wayne Sibley Scholarship: One award of about $1,000 is available each year to a deserving candidate from Worcester County, Massachusetts.

The Alfred P. Sloan National Scholarships: The Alfred P. Sloan Foundation, Inc., offers the College two scholarships for freshmen, the recipients to be selected by Bowdoin. In most cases, these awards are renewable in the sophomore and upperclass years. These stipends may range to a maximum of $2,000. Although the Foundation prefers to have economic need disregarded altogether as a criterion in the selection of candidates for the Sloan awards, it recognizes this would probably be impracticable.

The General Motors Scholarship: This award is made by

Bowdoin each year to one member of the entering class under the terms of the College Plan of the General Motors Scholarship Program. The amount of the award is not fixed but is designed to enable the student to meet his total expenses for the year. The grant may be renewed each year in accordance with the scholarship requirements of the College.

Students entering Bowdoin may also qualify for General Motors Scholarships under the National Plan, which provides annually one hundred awards for entering freshmen. Under this plan at least one winner is chosen from each state, and the scholarship is used at the college of the recipient's choice. The National Plan awards are made by a group of educators who are representative of the various parts of the country.

Under both programs the colleges receive from General Motors Corporation an additional grant for each scholarship recipient who is enrolled.

Woolf Peirez Scholarship: The Woolf Peirez Scholarship Fund was established in 1957 by L. A. Peirez to provide a scholarship for an entering freshman from New York City or Nassau County, preferably for one who is foreign-born or of foreign-born parents without means or influence.

General Scholarships

The awards made as General Scholarships are derived from funds provided by many generous donors, including alumni who contribute annually through the Alumni Fund. Most of them are assigned on an annual basis early in the summer by the Faculty Committee on Student Aid, but others, especially for freshmen, are made at the end of the first Semester. The scholarships with their terms of awards are listed in alphabetical order; the dates of foundation are enclosed within parentheses.

TERMS OF FOUNDATION AND AWARD

Clara Rundlett Achorn Scholarships. A bequest of $10,000 from Edgar Oakes Achorn, LL.D., of the Class of 1881, the income to be awarded preferably to students entering the College from Lincoln Academy, Newcastle. (1932)

Fred H. Albee Scholarships. A fund of $24,445, a gift of Louella B. Albee, the income to be used to aid worthy students unable to pay for their own education. The fund is a memorial to Mrs.

Above: *Throughout the senior year, members of the graduating class participate in business and professional interviews arranged by the Director of Placement.* →

Below: *The musical activities of the College are housed in the new Gibson Hall of Music which was dedicated in 1954. Here in the glee club rehearsal room, a distinguished concert pianist discusses his art with some undergraduate accompanists.*

Albee's husband, Fred H. Albee, M.D., Sc.D., of the Class of 1899, an internationally known orthopedic surgeon. (1956)

Stanwood Alexander Scholarship. A fund of $9,668 given by the Honorable DeAlva Stanwood Alexander, LL.D., of Buffalo, New York, of the Class of 1870, in memory of his father, Stanwood Alexander, of Richmond. (1902)

Eva D. H. Baker Scholarship. The sum of $4,546 given by Guy Parkhurst Estes, of the Class of 1909. (1932)

Dennis Milliken Bangs Scholarship. The sum of $4,829 given by Mrs. Hadassah Bangs to establish a scholarship in memory of her son, Dennis Milliken Bangs, of the Class of 1868. (1918)

Henry Francis Barrows Scholarships. Two scholarships of $500 each provided by a trust fund established by Fanny Barrows Reed in memory of her father. (1950)

Freeman E. Bennett and Ella M. Bennett Fund. The sum of $33,180 bequeathed by Ella M. Bennett, the income to be used each year to assist worthy students. (1950)

Harold Lee Berry Scholarship. A fund of $11,328 given by Harold Lee Berry of the Class of 1901. (1959)

Beverly Scholarship. A fund of $2,544 established by the Beverly Men's Singing Club in memory of the Reverend Joseph McKeen, D.D., of Beverly, Massachusetts, first President of the College. (1923)

William Bingham, 2nd, Scholarships. A gift of $1,000 given in memory of William Bingham, 2nd, of Bethel, to be awarded "to acceptable candidates (in the following order): from the town of Bethel, from other towns in Oxford County, or from elsewhere in the State of Maine." (1956)

The Adriel Ulmer Bird Scholarship. A sum of $25,000 given by a friend of Adriel Ulmer Bird, of the Class of 1916, the income to be awarded annually to residents of New England who have graduated from New England schools, the candidates to be selected on the basis of their all-round ability, their character, and their scholastic attainments, characteristics which Mr. Bird admired. (1953)

Blake Scholarship. A fund of $3,885 bequeathed by Mrs. Noah Woods, of Bangor, in memory of her son, William Augustine Blake, of the Class of 1873. (1882)

← Above: *A student majoring in Biology assists the Director of the Bowdoin Scientific Station on Kent Island in bird banding. The College has maintained laboratories on Kent Island in the Bay of Fundy since 1935 when the island of 150 acres was given to Bowdoin for study of ornithology and marine biology.*

Below: *In the Arctic Museum, before the bust of Rear Admiral Robert E. Peary, Class of 1877, first man to reach the North Pole, two students examine mementos of Peary's many years of Arctic exploration. Rear Admiral Donald B. MacMillan '98, in his schooner* Bowdoin, *pictured on the wall, carried on scientific studies and exploration in the far North until 1959.*

George Franklin Bourne Scholarship. A fund of $970 given by Mrs. Narcissa Sewall Bourne, of Bangor. (1887)

The Brett Scholarship Fund. $3,765 given the College by Mrs. Tedesco Brett in memory of her husband, John Hall Brett of the Class of 1905, and his brother, George Monroe Brett of the Class of 1897, the income to be used for a scholarship. (1957)

Geraldine Brewster Scholarship Endowment Fund. A fund of $4,288 bequeathed to the College by Miss Geraldine Brewster, the income to be used for a scholarship. (1957)

Brown Memorial Scholarships. A fund for the support of four scholarships in Bowdoin College given by the Honorable J. B. Brown, of Portland, in memory of his son, James Olcott Brown, A.M., of the Class of 1856. According to the provisions of this foundation, there will be paid annually the income of one thousand dollars to the best scholar in each undergraduate class who shall have graduated at the High School in Portland after having been a member thereof not less than one year. (1865)

William Buck Scholarship. The sum of $1,500 bequeathed by Miss Anna S. Buck to establish a scholarship in memory of her father, William Buck, M.D., of the Medical Class of 1859, the income to be awarded to a student in the premedical course preferably from Piscataquis County. (1947)

Moses Morrill Butler Scholarships. A fund of $9,545 given by Mrs. Olive Storer Butler, of Portland, in memory of her husband, Moses Morrill Butler, of the Class of 1845, to establish four scholarships. (1902)

Buxton Scholarship. A fund of $9,380 established by Cyrus Woodman, Esq., of Cambridge, Massachusetts, and increased in memory of Frank H. Hargraves, of the Class of 1877, by his sons of the Classes of 1916 and 1919, to aid deserving students, preference being given to natives and residents of Buxton. (1875)

Florence Mitchell Call Scholarship. A bequest of $1,500 from Norman Call, A.M., M.D., of the Class of 1869, in memory of his wife. (1927)

Sylvester Benjamin Carter Scholarship. The sum of $2,726 bequeathed by Sylvester Benjamin Carter, A.M., of the Class of 1866, the income of which is to be used to assist worthy and needy students whose residences are in the Commonwealth of Massachusetts. (1918)

Justus Charles Fund. A fund of $9,595 established by the will of Justus Charles, of Fryeburg, for such indigent students as, in the opinion of the President, are most meritorious, deserving, and needy. (1875)

Henry Theodore Cheever Scholarship. A fund of $486 given by the Reverend Henry Theodore Cheever, D.D., of the Class of 1834, to be administered by the President. (1897)

Chi Psi Scholarship. A scholarship of $200 given by the Chi Psi Fraternity, to be awarded by the College under the usual conditions to a member of that Fraternity. (1946)

Hugh J. Chisholm Scholarship. The sum of $15,103 given by Mrs. Hugh J. Chisholm in memory of her husband. (1915)

Samuel Clark, Jr., Scholarship Fund. A bequest of $12,500 from Samuel Clark, Jr., "the net income thereof annually to be disposed of in payment to deserving students of Bowdoin College for services rendered as assistants . . . , preference to be given to students whose homes are in Portland, and provisions to be made . . . such that the award of the income of this fund shall be considered by the recipient and the other students as a special honor and distinction." (1941)

Class of 1872 Scholarship. A fund of $2,444 given by the Class of 1872. (1903)

Class of 1881 Scholarship. A fund of $3,947 given by the Class of 1881. (1907)

Class of 1892 Scholarship Fund. The sum of $1,447 given by the Class of 1892 at its twenty-fifth reunion, the income to be used for the benefit of deserving students, preference being given to sons of members of the Class of 1892. (1918)

Class of 1896 Memorial Scholarship Fund. A fund of $5,800 given by the Class of 1896 at its twentieth reunion. (1917)

Class of 1903 Scholarship. A fund of $18,452 given by the Class of 1903 on its decennial reunion, the income to be given preferably to worthy and needy descendants of members of the Class. (1913)

Class of 1916 Scholarship Fund. A fund of $5,507 given by the Class of 1916 at its twenty-fifth reunion. (1941)

Class of 1920 Scholarship. A fund of $610 given by various members of the Class of 1920. (1938)

Class of 1926 Fund. A fund of $25,541 established by the Class of 1926 on the occasion of its twenty-fifth reunion, the income to be used for scholarship purposes. (1951)

Class of 1929 Memorial Scholarship Fund. A fund of $28,901 established by the Class of 1929 at its twenty-fifth reunion, "the income to be used for one or more scholarships, with preference to descendants of the Class of 1929." (1954)

Class of 1930 Scholarship. A fund of $13,497 established by the Class of 1930 at its twenty-fifth reunion. (1955)

Class of 1931 Scholarship Fund. A fund of $12,104 established by the Class of 1931 at its twenty-fifth reunion. (1956)

Class of 1932 Scholarship Fund. A fund of $13,613 established by the Class of 1932 at its twenty-fifth reunion. (1957)

Class of 1933 Memorial Fund. A fund of $11,559 established by the members of the Class of 1933 at their twenty-fifth reunion, the income to be used for general scholarships, with preference being given to descendants of the Class of 1933. (1958)

Class of 1936 Scholarship. A fund of at least $25,000 given by the Class of 1936 at its twenty-fifth reunion. (1961)

Class of 1944 Scholarship Fund. A fund of $6,459 given by various members of the Class of 1944. (1944)

Mary Cleaves Scholarships. Three scholarships from a fund of $3,012 founded by the will of Miss Mary Cleaves. (1872)

Sanford Burton Comery Fund. A fund of $1,000 given by the Belmont High School and friends in memory of Sanford Burton Comery, of the Class of 1913, the income to be awarded annually to a worthy student, preferably from the Belmont, Massachusetts, High School, or from the Thomaston, Maine, High School. (1936)

Connecticut Alumni Scholarship Fund. A fund established by the Bowdoin Alumni Association of Connecticut, now amounting to $5,065. No award will be made until the principal of the fund reaches $10,000. (1955)

Edmund Cogswell Converse Scholarship Fund. A fund of $51,376 bequeathed by Edmund Cogswell Converse, the income to be distributed as scholarships not exceeding $500 each. (1922)

Else H. Copeland Scholarship Fund. The sum of $30,000 given by Melvin Thomas Copeland, Ph.D., Sc.D., of the Class of 1906, in memory of his wife. (1955)

CRAM MEMORIAL SCHOLARSHIP. A fund of $973 founded by the Honorable Marshall Cram, of Brunswick, in memory of his son, Nelson Perley Cram, of the Class of 1861, who lost his life in the service of his country. (1872)

EPHRAIM CHAMBERLAIN CUMMINGS SCHOLARSHIPS. The sum of $2,914 given by Mrs. Ephraim Cummings in memory of her husband, a member of the Class of 1853. (1914)

CHARLES MCLAUGHLIN CUMSTON SCHOLARSHIP. A fund of $24,176 given by Charles McLaughlin Cumston, LL.D., of the Class of 1843, the income to be given preferably to graduates of the English High School of Boston. (1902)

MURRAY SNELL DANFORTH FUND. A bequest of $10,000 from Miss Agnes H. Danforth in memory of her brother, Dr. Murray Snell Danforth, of the Class of 1901, the income to be used for the benefit of legal residents of Maine who are preparing for the medical or related professions, or for the benefit of legal residents of Maine who are students in graduate work in medicine or allied subjects. (1956)

DEANE SCHOLARSHIP. A bequest of $993 from Mrs. Sarah M. B. Deane, the income to be awarded to "some deserving student who shows particular ability in English Literature." (1924)

BENJAMIN DELANO SCHOLARSHIP. A fund of $973 bequeathed by Captain Benjamin Delano, of Bath. (1877)

THE DELAWARE SCHOLARSHIP. A gift from an anonymous donor to provide a tuition scholarship for a qualifying student from the state of Delaware. (1953)

JOHN CALVIN DODGE SCHOLARSHIP. A fund of $2,913 given by the Honorable John Calvin Dodge, LL.D., of the Class of 1834, and his sons. (1872)

DODGE FUND. A bequest of $20,000 from Leon A. Dodge of the Class of 1913, the income of which is to be used for assistance to the most deserving student at the College who graduated from Lincoln Academy, Newcastle, Maine. If there is no deserving graduate of Lincoln Academy in attendance at the College, awards may be made at the discretion of the President of the College, with preference to be given to students from Lincoln County, Maine. (1959)

James Louis Doherty and Harriet I. Doherty Scholarship Fund. A bequest of $5,000 from Harriet I. Doherty to establish scholarships bearing the name of her husband, James Louis Doherty, of the Class of 1889, and herself. (1932)

Frank Newman Drew Scholarship. A bequest of $2,000 from Franklin Mellen Drew, of the Class of 1858, in memory of his son. (1926)

Edward A. Drummond Scholarships. A bequest of $5,050 from Edward A. Drummond, the income to be given preferably to students from Bristol. (1914)

Charles Dummer Scholarships. A fund of $6,166 given by Mrs. Almira C. Dummer in memory of her husband, Charles Dummer, of the Class of 1814. (1874)

Alfred I. duPont Awards Foundation Communications Scholarship Program. The Alfred I. duPont Awards Foundation will grant undergraduate scholarships to selected junior and senior students "who are preparing to follow careers in the field of communications, including the technical, scientific, educational, or broad cultural aspects of that field." Minimum awards will be in the amount of $500 and a total of $5,000 is being made available for assignment in each of the next three years.

Emma Jane Eaton Scholarship. A bequest of $10,000 from Mrs. Emma Jane Eaton, the income to be awarded as scholarships to students who may be graduates of Calais High School or who are natives of Washington County. (1944)

Arnold Robert Eck Memorial Scholarships. Two scholarships of $250 each given annually by Mrs. Edith Eck Boyer and Charles E. Eck, of the Class of 1941, in memory of Arnold Robert Eck, of the Class of 1942, who lost his life in the service of his country. One of these scholarships is awarded to a member of the Chi Psi Fraternity. (1947)

Ayres Mason Edwards Scholarships. A bequest of $5,375 from Mrs. Ayres Edwards in memory of her husband, a member of the Class of 1880. (1937)

John Frederick Eliot Scholarship Fund. The sum of $35,676 bequeathed by John Frederick Eliot, Ed.D., of the Class of 1873, the income to be awarded "to deserving students of good standing and scholarship." (1932)

AND EMERSON SCHOLARSHIPS. A fund of $7,245 given by And Emerson, Esq., of Boston, through the Reverend Edwin Bonaparte Webb, D.D. (1875)

EMERY SCHOLARSHIP FUND. A bequest of $12,073 from Mrs. Anne Crosby Emery Allinson, Litt.D., Bowdoin 1911, in memory of her father, the Honorable Lucilius Alonzo Emery, LL.D., of the Class of 1861, and her mother, Anne Crosby Emery, the income to be used for "an individual boy to be selected by the Dean." (1933)

DANA ESTES SCHOLARSHIP. A bequest of $2,460 from Dana Estes, A.M., of Brookline, Massachusetts. (1912)

GUY PARKHURST ESTES FUND. A fund of $100,000 established by the will of Guy Parkhurst Estes, of the Class of 1909. One-fifth, but not more than $1,000 annually, should one-fifth of the annual income exceed $1,000, is used for the support of the Bureau of Research in Municipal Government, and the balance for the support of undergraduate scholarships. (1958)

LEWIS DARENYDD EVANS, II, SCHOLARSHIP. The sum of $49,248 given by Frank C. Evans, of the Class of 1910, and Mrs. Evans in memory of their son, Lewis Darenydd Evans, II, of the Class of 1946, the income to be awarded to deserving students from the State of Maine. (1950)

HUGH FREDERICK FARRINGTON SCHOLARSHIP. A fund of $200 given by Mrs. Hugh Frederick Farrington in memory of her husband, Hugh Frederick Farrington, of the Class of 1944, the interest to be awarded to a member of the Alpha Tau Omega Fraternity at the end of his junior year. (1946)

GEORGE WARREN FIELD SCHOLARSHIPS. Two scholarships from a fund of $4,066 given by the Reverend George Warren Field, D.D., of Bangor, of the Class of 1837. Preference is to be given, first, to students or graduates of the Bangor Theological Seminary, and, second, to graduates of the Bangor High School. (1881)

JOSEPH N. FISKE SCHOLARSHIP. A fund of $973 given by Mrs. Charlotte M. Fiske, of Boston, in memory of her husband. (1896)

BENJAMIN APTHORP GOULD FULLER SCHOLARSHIP. The sum of $1,242 given in memory of Benjamin Apthorp Gould Fuller, A.M., of the Class of 1839, to found a scholarship. "Preference shall be given to a student from Augusta." (1916)

GEORGE GANNETT FUND. A bequest of $6,289 from Mrs. George

Gannett in memory of her husband, the Reverend George Gannett, D.D., of the Class of 1842. (1913)

William Little Gerrish Scholarship. A fund of $973 given by Frederic Henry Gerrish, M.D., LL.D., of the Class of 1866, in memory of his brother, William Little Gerrish, of the Class of 1864. (1890)

Charles Howard Gilman Scholarship. The sum of $1,000 given by Mrs. Mary Louise Gilman in memory of her husband, Charles Howard Gilman, of the Class of 1882. (1924)

The Given Foundation Scholarship Fund. A fund of $100,000 established by The Irene Heinz Given and John LaPorte Given Foundation, the income from which is used to provide scholarship aid for students of outstanding ability and/or of determined financial need; or, in the discretion of the Governing Boards of the College, the income may be used as loans to such students. (1959)

Dr. Edwin William Gould Scholarship. A bequest of $1,000 from Dr. Edwin William Gould, of the Medical Class of 1887. (1936)

Joseph and Lester Gumbel Scholarship Fund. A bequest of $20,000 from Lester Gumbel. The income from such fund shall be used for one or more scholarships in the discretion of the Trustees of the College. (1959)

Henry W. and Anna E. Hale Scholarship. The sum of $15,154, the income to be used to assist worthy students. (1945)

John Parker Hale Scholarship. A fund of $3,780 founded by a bequest of $2,000 from Mrs. John Parker Hale in memory of her husband, the Honorable John Parker Hale, LL.D., of the Class of 1827, and a further bequest of $1,500 from Mrs. Elizabeth H. Jacques, daughter of John Parker Hale, the income of which shall be given to a student who "ranks in scholarship among the first two-thirds of his class." (1916)

Hall-Mercer Scholarship Fund. A bequest of $74,726 from the Reverend Alexander G. Mercer. The income in the form of scholarship aid is restricted to graduates of public schools. Unless otherwise voted, it is applied to the Bowdoin Scholarships for incoming freshmen. (1940)

John Fairfield Hartley Scholarship. A bequest of $13,988 from Frank Hartley, M.D., in memory of his father, John Fairfield

Hartley, LL.D., of the Class of 1829, the income to be awarded to one or more students or graduates of the College intending to enter the profession of the law. (1915)

MOSES MASON HASTINGS SCHOLARSHIP FUND. The sum of $8,753 bequeathed by Agnes L. H. Dodge in memory of her father, Moses Mason Hastings, the income to be awarded preferably to students from Bethel and Bangor. (1933)

HASTY SCHOLARSHIP. A bequest of $1,000 from Almira K. Hasty, the income to be awarded preferably to students from Portland or Cape Elizabeth. (1912)

LUCIEN HOWE SCHOLARSHIP FUND. The sum of $44,167 given by Lucien Howe, M.D., Sc.D., of the Class of 1870, the income to be awarded preferably to students who intend to study ophthalmology or allied subjects. (1931)

CAROLINE HUNTRESS SCHOLARSHIP FUND. The sum of $979 given by Roderick L. Huntress, M.D., of the Class of 1927. (1943)

GUY HOWARD HUTCHINS SCHOLARSHIP. A bequest of $1,000 from Guy Howard Hutchins, M.D., of the Medical Class of 1899, the income to be paid "to some needy student . . . to be chosen . . . , if possible from among those who are majoring in Biology or Chemistry." (1943)

WINFIELD S. HUTCHINSON SCHOLARSHIPS. This fund amounting to $33,416, established under the will of Adelaide L. Hutchinson, in memory of her husband of the Class of 1867, provides for financial assistance to one or more deserving students. (1959)

IRESON-PICKARD SCHOLARSHIP FUND. This fund, amounting to $5,000, established under the will of Jennie E. Ireson in memory of her niece's husband, John Coleman Pickard, shall be devoted to the education of worthy students who may require financial assistance. (1959)

HOWARD ROLLIN IVES MEMORIAL SCHOLARSHIP. The sum of $38,038 given by friends in memory of Howard Rollin Ives, of the Class of 1898. (1917)

HENRY WHITING JARVIS SCHOLARSHIP FUND. The sum of $1,000 given by Eleanor Jarvis Newman in memory of her father, Henry Whiting Jarvis, of the Class of 1891. (1954)

ALFRED JOHNSON SCHOLARSHIPS. Three scholarships from a fund of $2,913 founded by Alfred Waldo Johnson, of Belfast, of the Class of 1845, in memory of his grandfather, the Reverend Alfred Johnson, and his father, the Honorable Alfred Johnson. (1870)

John Johnston Scholarship Fund. A gift of $25,000 from Albert Johnston in honor of his grandfather, John Johnston, a member of the Class of 1832, "to perpetuate the memory of his industry, individualism, independence, and sense of personal responsibility." (1938)

Sarah Maude Kaemmerling Scholarship and Loan Fund. A fund of $67,083, established by the trustees of the estate of Sarah Maude Kaemmerling, the income to be used for financial aid to students. (1959)

Kappa Scholarship. The sum of $3,138 given by Charles Stuart Fessenden Lincoln, M.D., of the Class of 1891, the income to be awarded to a member of the Kappa Chapter of the Psi Upsilon Fraternity. (1947)

Frank H. Kidder Scholarship. A bequest of $21,333 from Frank H. Kidder, of Boston, the income to be awarded as scholarships, preference being given, first, to graduates of Thayer Academy, and, second, to students from Massachusetts. (1929)

Kling Scholarship Fund. A bequest of $50,000 from Charles Potter Kling, of Augusta, "the income of which shall be used to provide free tuition and books to needy and worthy male students of Colonial or Revolutionary Ancestry." (1934)

Lally Scholarship. A sum of $486 from Frederic Evans Lally, of the Class of 1882. (1902)

Joseph Lambert Fund. A bequest of $970 by Mrs. Ann E. Lambert, of Jamaica Plain, Massachusetts. (1896)

John V. Lane Scholarship. The sum of $5,000 bequeathed by Susan H. Lane, of Weston, Massachusetts, in memory of her brother, John Veasey Lane, of the Class of 1887. (1942)

Lawrence Foundation. A fund of $6,220 given by Mrs. Amos Lawrence, of Massachusetts, the income to be appropriated for meritorious students, preference being given to those from Lawrence Academy, Groton, Massachusetts. (1847)

Lawrence Scholarships. A bequest of $25,000 from Mrs. Samuel C. Lawrence in memory of her brother, Almarin F. Badger, of the

Class of 1858, the income to be divided into units of $500 each, to be awarded to students residing in the state of Maine. (1926)

Richard Almy Lee, of the Class of 1908, Scholarship. A fund of $2,000 given by Elizabeth Lee Eliot and Sylvia Lee in memory of their mother, Mrs. Leslie Alexander Lee, the income to be awarded preferably to a member of the Beta Theta Pi Fraternity. (1910)

Edward K. Leighton Fund. A bequest from Edward Kavanagh Leighton, of the Class of 1901. So much of the income as the College deems necessary may be used for scholarships for students residing in Knox County. (1953)

Leon Leighton and Margaret B. Leighton Scholarship Fund. The sum of $10,000 given by Leon Leighton, Jr., of the Class of 1919, in memory of his father, Leon Leighton, and his mother, Margaret B. Leighton, the income to be used preferably for descendants of alumni of Bowdoin College. (1944)

Weston Lewis Scholarship Fund. A fund of $15,000 given by Mrs. Weston Lewis in memory of her husband, Weston Lewis, A.M., of the Class of 1872. (1919)

Charles Freeman Libby Scholarship. A bequest of $3,270 from the Honorable Charles Freeman Libby, LL.D., of the Class of 1864, the income to be given to a "deserving young man who is a resident of the city of Portland, and who has been educated in its public schools, and preferably one who is pursuing a classical course." (1915)

Agnes M. Lindsay Scholarships. An annual gift of $8,000 from the Agnes M. Lindsay Trust for scholarships to deserving students. (1953)

Lockwood Scholarship. A fund of $1,103 established by Mrs. Sarah F. Lockwood in memory of the Honorable Amos DeForest Lockwood, a former treasurer of the College. (1888)

George C. Lovell Scholarship. A gift of $1,974 from Mrs. George C. Lovell, of Richmond, in memory of her husband, the income to be given preferably to students from Richmond. (1917)

Lubec Scholarship Fund. The sum of $5,000 given by the Honorable Sumner T. Pike of the Class of 1913. Preference to be given to current residents, former residents, or descendants of residents of Lubec, with second preference to students similarly associated with other communities in Washington County. (1960)

Moses R. Ludwig and Albert F. Thomas Scholarships. A fund of $1,017 founded by Mrs. Hannah C. Ludwig, of Thomaston. (1884)

Earl Howard Lyford, of the Class of 1896, Scholarship. A fund of $2,000 given by Mrs. Cora B. Lyford in memory of her husband, the income to be awarded to some worthy student. (1956)

S. Forbush McGarry, Jr., Scholarship Fund. A fund of $2,000 established by the bequest of S. Forbush McGarry, Jr., of the Class of 1936. (1941)

George Clifton Mahoney Fund. The sum of $8,310 bequeathed by George Clifton Mahoney, of the Class of 1891. (1939)

Richard S. Mason Fund. A fund of $40,000 established by Jane Graham Mason in memory of her father, Richard S. Mason, two-thirds of the income to be used to increase the salaries of the Faculty, and one-third of the income to be devoted to one or more scholarships. (1949)

Charles P. Mattocks Fund. A bequest of $2,000 from Mary M. Bodge in memory of her father, a member of the Class of 1862. (1955)

Francis LeBaron Mayhew Scholarship Fund. This bequest of $6,333 was made by Mrs. Calista S. Mayhew in memory of her husband. (1922)

James Means Scholarship. A fund of $2,040 given by William G. Means, Esq., of Andover, Massachusetts, in memory of his brother, the Reverend James Means, of the Class of 1833, who died in the service of his country. (1885)

Joseph Edward Merrill Scholarship. The sum of $4,000 a year from the income of the fund established by Joseph Edward Merrill, of the Class of 1854, to assist American-born young men, preference being given to those born in Maine. (1909)

Edward F. Moody Scholarship. A bequest of $2,345 from Miss Inez A. Blanchard, of Portland, the income to be given to one or more meritorious students for proficiency in Chemistry. (1912)

Jennie L. Moody Scholarship. The sum of $20,000 bequeathed by William Albion Moody, Sc.D., of the Class of 1882, in memory of his wife, Jennie L. Moody. (1947)

Hoyt A. Moore Scholarship Fund. The sum of $100,000 given by Hoyt A. Moore, LL.D., of the Class of 1895, and Mrs. Moore, "the income to be used for scholarships for deserving Maine boys, preferably boys from Ellsworth and other places in Hancock County." (1954)

Freedom Moulton Scholarships. A bequest of $10,395 from Augustus Freedom Moulton, LL.D., of the Class of 1873, in memory of his father. (1933)

Edward Henry Newbegin Scholarship. A fund of $1,456 given by Henry Newbegin, A.M., of the Class of 1857, in memory of his son, the Reverend Edward Henry Newbegin, of the Class of 1891. (1909)

Guilford Snow Newcomb Scholarship. A bequest of $1,000 from the Reverend Edward Roland Stearns, D.D., of the Class of 1889, in memory of Guilford Snow Newcomb, of the Class of 1848, "to aid worthy students from Warren." (1939)

Crosby Stuart Noyes Scholarship. A fund of $3,885 established by Crosby Stuart Noyes, A.M., of Washington, D. C., preferably for natives or residents of Minot. (1897)

O'Brien Scholarship. A bequest of $5,000 from Mrs. Harriet O'Brien Walker, the income to be paid preferably to students from Machias. (1935)

Alpheus Spring Packard Scholarship. A fund of $2,000 established by Professor Alpheus Spring Packard, Ph.D., LL.D., of the Class of 1861, for some student in Botany, Geology, or Zoology. (1905)

Abby Page Scholarships. Two scholarships established by Harvey Dow Gibson, LL.D., of the Class of 1902, provide $250 each annually, to be awarded to the two boys of each graduating class in Fryeburg Academy, who, in the opinion of the Trustees of the Academy or a committee appointed by them, shall excel all others in the class in the same respects as govern the Gordon Brown Award at Yale. These scholarships are paid in the form of tuition at Bowdoin College during the recipients' freshman year. (1919)

George Winfield Parsons Scholarship Fund. $2,500 given by Dr. Harry S. Parsons in memory of his brother, George Winfield Parsons of the Class of 1887, the income to be used to help any student from Brunswick who needs financial assistance. (1956)

John H. Payne Scholarship. A fund of $9,500 bequeathed by John Howard Payne, M.D., of the Class of 1876, the income to be awarded preferably to persons born and brought up in the State of Maine. (1949)

Payson Scholarship Fund. A fund of $51,125 given by Mrs. Payson in memory of her husband, Charles H. Payson, A.M., of Portland. (1935)

Roland Marcy Peck Memorial. A legacy of $973 from Anna Aurilla Peck, of Wilbraham, Massachusetts, in memory of Roland Marcy Peck, A.M., of the Class of 1870. (1917)

Woolf Peirez Scholarship. A fund of $10,200 established by L. A. Peirez, the income to be used to aid students from New York City or Nassau County, preferably those who are foreign-born or are of foreign-born parents without means or influence. (1958)

Arthur Lincoln Perry Scholarship Fund. A bequest of $5,000 from Mary Adelia Perry in memory of her brother, Arthur Lincoln Perry, of the Class of 1874. (1936)

Trueman Summerfield Perry Scholarship. A bequest of $882 from the Reverend Trueman Summerfield Perry, of the Class of 1850, the income to be paid "preferably to a student looking to the Evangelical ministry as a profession." (1939)

Margaret M. Pickard Scholarship. A fund of $25,000 established by John Coleman Pickard, A.B., of the Class of 1922, in memory of his wife. (1954)

Pierce Scholarship. A fund of $1,020 bequeathed by Mrs. Lydia Pierce, of Brunswick, in memory of her son, Elias D. Pierce. (1878)

Stanley Plummer Scholarship. The sum of $2,016 bequeathed by Stanley Plummer, of the Class of 1867, the income to be awarded preferably to students born in Dexter. (1920)

Potter Scholarship. The sum of $52,500 bequeathed by Caroline N. Potter in memory of Barrett Potter, of the Class of 1878, and of Daniel Fox Potter and Barrett Edwards Potter, of the Class of 1841. (1950)

John Finzer Presnell, Jr., Scholarship. The sum of $1,000 given by Mr. and Mrs. John Finzer Presnell in memory of their son, John Finzer Presnell, Jr., of the Class of 1936, who lost his life in the service of his country, the income to be awarded to a young man of high Christian principles. (1947)

C. Hamilton Preston Scholarship Fund. A bequest of $2,000 from C. Hamilton Preston, of the Class of 1902. (1955)

ANNIE E. PURINTON SCHOLARSHIP. A fund of $5,005 given by Mrs. D. Webster King in memory of her sister, Miss Annie E. Purinton, "to assist some deserving student, preference being given to a Topsham or Brunswick boy." (1908)

HENRY BREWER QUINBY SCHOLARSHIP FUND. A gift of $43,000 from Mrs. Gurdon Maynard in memory of her father, the Honorable Henry Brewer Quinby, LL.D., of the Class of 1869, the income to be awarded in scholarships of $500 each, to boys preferably from Maine, of "American ancestry on both sides." (1930)

RETURNED SCHOLARSHIP FUND. This fund was set up as a separate account from various amounts returned by graduates who received scholarships when in college. The amount of the fund is now $7,123. (1933)

ROTARY SCHOLARSHIP. A grant by the 779th District of Rotary International for the year 1961-1962, to be awarded to an unmarried undergraduate, not over twenty-five years of age, from a country other than the United States or Canada. It is anticipated that this grant will be made available every three years. (1956)

WALTER L. SANBORN OXFORD COUNTY SCHOLARSHIP FUND. The sum of $19,336 bequeathed by Walter Lyman Sanborn, of the Class of 1901, with the stipulation that the beneficiaries must always be residents of Oxford County, with preference to residents of Norway and Paris. (1948)

MARY L. SAVAGE MEMORIAL SCHOLARSHIP. A fund of $1,068 founded by the Reverend William T. Savage, D.D., of the Class of 1833, in memory of his wife, Mary L. Savage. (1872)

STEPHEN SEWALL SCHOLARSHIP. A fund of $1,068 given by Deacon Stephen Sewall, of Winthrop. (1873)

WILLIAM B. SEWALL SCHOLARSHIP. A fund of $1,129 founded by Mrs. Maria M. Sewall in memory of her husband, William B. Sewall, Esq. (1870)

CHARLES WELLS SHAW SCHOLARSHIP. A bequest of $1,000 from Mrs. William C. Merryman, of Brunswick, in memory of her brother, Charles Wells Shaw, "to assist deserving students, preference being given to residents of Bath or Brunswick." (1942)

SHEPLEY SCHOLARSHIP. A fund of $973 given by the Honorable Ether Shepley, LL.D., of Portland, Chief Justice of the Supreme Court of Maine, 1848-1855. (1871)

Shumway Scholarships. A fund presently amounting to $65,312 established by members of his family, in memory of Sherman N. Shumway, of the Class of 1917. Shumway Scholarships are awarded by a committee composed of the Dean of the College, the Director of Admissions, and the Director of Student Aid in consultation with the President and subject to approval by the Faculty Committee on Student Aid. Candidates must be in need of financial assistance and give evidence of interest and ability in accomplishing leadership in campus activities and citizenship as well as maintaining satisfactory classroom performance. (1959)

Wayne Sibley Scholarship Fund. A fund of $20,000 given by the George I. Alden Trust in memory of Wayne Sibley, LL.B., of the Class of 1926, the income to be assigned each year to a student selected on the basis of character, personality, and all-round ability, preference being given to qualified students from Worcester County, Massachusetts. (1956)

Freeman H. and Anne E. Smith Scholarship. A bequest of $2,000 from Cora A. Spaulding in memory of her father and mother, the income to be awarded to two students preferably from North Haven, Vinalhaven, or Rockland. (1934)

Joseph Whitman Spaulding Scholarship Fund. A bequest of $2,500 from Mary C. Spaulding in memory of her father, Joseph Whitman Spaulding, A.M., to assist some member of the freshman class. (1926)

Ellis Spear Scholarship. A fund of $11,006 bequeathed by General Ellis Spear, LL.D., of the Class of 1858. (1919)

William Edward Spear Scholarship. A bequest of $1,195 from Mrs. Lida Spear in memory of her husband, William Edward Spear, of the Class of 1870. (1924)

John G. Stetson, of the Class of 1854, Fund. A bequest of $58,975 from Marian Stetson of Newcastle. The income may be used for scholarships with preference to boys from Lincoln County. (1954)

William Law Symonds Scholarship. A fund of $3,367 founded by his family in memory of William Law Symonds, of the Class of 1854, "preference to be given to those showing tendency to excellence in Literature." (1902)

Jane Tappan Scholarship. The income from $7,000 bequeathed the College by Mrs. Margaret Tappan Shorey as a memorial to her mother. (1956)

WILLIAM WIDGERY THOMAS SCHOLARSHIPS. Five scholarships from a fund of $5,828 founded by William Widgery Thomas, of Portland. (1875)

EARLE S. THOMPSON SCHOLARSHIP FUND. The sum of $30,000 given by Earle S. Thompson of the Class of 1914. Preference is to be given first to students who are graduates of the high schools located in Sagadahoc County or whose homes are in that County, and secondly, to those whose homes are in the State of Maine. (1960)

THE CHARLES IRWIN TRAVELLI AWARDS. Annual stipends from $350 to $500 are awarded by the Trustees of the Charles Irwin Travelli Fund, of Boston, Massachusetts, to students of high character and scholastic standing whose participation in extracurricular activities and whose "campus citizenship" have contributed significantly "to the interests of the College as a whole." (1948)

HIRAM TUELL SCHOLARSHIP. The sum of $500 given by the Misses Harriet E. and Anne K. Tuell in memory of their father, Hiram Tuell, of the Class of 1869. (1946)

THE TWENTY-ONE APPLETON HALL SCHOLARSHIP. The sum of $3,000 given by and in memory of former occupants of Room 21, Appleton Hall. (1940)

WALKER SCHOLARSHIP FUND. A bequest of $25,000 from Annetta O'Brien Walker, of Portland. (1935)

JOHN PRESCOTT WEBBER, JR., SCHOLARSHIP. The sum of $2,654 given by John Prescott Webber, Esq., of Boston, in memory of his son, John Prescott Webber, Jr., of the Class of 1903. (1902)

GEORGE WEBSTER SCHOLARSHIP. The sum of $3,000 bequeathed by Miss Mary L. Webster to establish a scholarship in memory of her father, George Webster, of the Class of 1859. (1947)

WENTWORTH SCHOLARSHIP FUND. The sum of $1,000 given by Walter Vinton Wentworth, Sc.D., of the Class of 1886. (1937)

ELLEN J. WHITMORE SCHOLARSHIP. A scholarship of $1,943 given by Miss Ellen J. Whitmore, of Brunswick. (1903)

HULDAH WHITMORE SCHOLARSHIPS. Two scholarships from a fund of $4,856 given by the Honorable William Griswold Barrows, LL.D., of the Class of 1839, in memory of his wife. (1887)

NATHANIEL MCLELLAN WHITMORE SCHOLARSHIP and GEORGE SIDNEY WHITMORE SCHOLARSHIP. Two scholarships from a fund of

$2,096 given by Mrs. Mary Whitmore in memory of her sons, Nathaniel McLellan Whitmore, of the Class of 1854, and George Sidney Whitmore, of the Class of 1856. (1887)

Richard Woodhull Scholarship. The sum of $9,964 given by Mrs. Mary Elizabeth Woodhull Perry in memory of her father, the Reverend Richard Woodhull, of the Class of 1827, preference being given to his descendants. (1912)

Cyrus Woodman Scholarships. A fund of $8,028 given by Miss Mary Woodman, of Cambridge, Massachusetts, in memory of her father. (1903)

Cyrus Woodman Trust Fund. A fund of $98,032 established by Cyrus Woodman, Esq., of the Class of 1836, one-half of the income of which is appropriated for the benefit of needy students. (1891)

Louis J. Zamanis Scholarship. A fund of $5,000 given by Mrs. Louis J. Zamanis of Brunswick, in memory of her husband. (1961)

In recent years the following foundations and corporations have made substantial cash grants which were used for scholarship aid: Bath Iron Works Corporation, Esso Education Foundation, First National Stores, Inc., International Business Machines Corporation, Oxford Charitable Trust, Keyes Fibre Company, Merrill Lynch, Pierce, Fenner and Smith Foundation, Portland Pipe Line Corporation, and United States Steel Foundation, Inc.

Graduate Scholarships: Medicine

Garcelon and Merritt Fund. About $9,000 from the income of this fund, established in memory of Seward Garcelon, of the Medical Class of 1830, and Samuel Merritt, of the Medical Class of 1843, is appropriated annually for medical scholarships. The larger part of the amount is awarded to students pursuing their studies in medical schools, and the remainder may be assigned to students in the College who are taking premedical courses; but, in the discretion of the Trustees, all of the income available may be assigned to students in medical schools.

Awards are made only to "worthy and struggling young men . . . in need of pecuniary aid," and preference is given to graduates and former students of Bowdoin College. Applications from men not graduates or former students of Bowdoin College, but who are residents of the State of Maine, may be considered after they have completed one year in medical school.

Applications for medical scholarships must be made upon forms furnished by the President of the College, and must be received by the President before December 1.

Graduate Scholarships: Arts and Sciences

Charles Carroll Everett Scholarship. A fund of $13,993 bequeathed by Miss Mildred Everett in memory of her father, Charles Carroll Everett, D.D., of the Class of 1850, the net income of which is given to that graduate of Bowdoin College whom the President and Faculty shall deem the best qualified to take a postgraduate course in either this or some other country. (1903)

Guy Charles Howard Scholarship. A fund of $21,155 bequeathed to the College by Miss Ethel L. Howard in memory of her brother, Guy Charles Howard, of the Class of 1898, the income of which is to be used to enable "some qualified student to take a postgraduate course in this or some other country, such student to be designated by the Faculty." (1958)

Henry W. Longfellow Graduate Scholarship. A fund of $10,058 given by the daughters of Henry W. Longfellow, of the Class of 1825—Miss Alice M. Longfellow, Mrs. Edith L. Dana, and Mrs. Annie L. Thorpe—for a graduate scholarship "that would enable a student, after graduation, to pursue graduate work in some other college, or abroad if considered desirable; the work to be done in English, or general literature, and the field to be as large as possible—Belles Lettres in a wide sense. The student to be selected should be one not merely proficient in some specialty, or with high marks, but with real ability in the subject and capable of profiting by the advanced work, and developing in the best way." (1907)

Galen C. Moses Graduate Scholarship. A fund of $5,010 bequeathed by Emma H. Moses, the income "to be awarded and paid to the student most proficient in any natural science during his undergraduate course, who shall actually pursue a postgraduate course in such science at any recognized college or university; said income to be paid to such student for a period not exceeding three years, unless he sooner completes or abandons said postgraduate course." (1934)

O'Brien Graduate Scholarship. A fund of $20,000 given by Mrs. John Washburn, of Minneapolis, in memory of her uncles, John, William, Jeremiah, and Joseph O'Brien, for a "scholarship, preferably a graduate scholarship, for a student, or students, to be selected annually by the Faculty, who shall be deemed most suitable to profit by travel or advanced study, either in this country or abroad." (1937)

Graduate Scholarship: Law

The Leonard A. Pierce Memorial Fund will support a prize to be awarded each year to that member of the graduating class of the College continuing his education in an accredited law school, who has attained the highest scholastic average during his years in College, such prize to be paid to the recipient on his enrollment in his law school. (1961)

Loan Funds

The following Loan Funds were established to assist students in unexpected circumstances to continue their college courses. Applications for loans should be addressed to the Director of Student Aid.

Bowdoin Loan Fund. A fund now amounting to $27,833 established by appropriation by the Governing Boards of the College for the purpose of providing loans to students in need of financial assistance. This fund may be augmented from time to time by additional appropriations as the Governing Boards may deem necessary. (1959)

The Cummings Loan Fund. A fund of $1,086 given by George Otis Cummings, M.D., of the Class of 1913, to be administered by the Dean. (1942)

George Patten Davenport Loan and Trust Fund. A fund of $13,623 established by George Patten Davenport, A.M., of the Class of 1867, of Bath. (1908)

George P. Davenport Student Loan Fund. A fund of $2,152 established by the Trustees under the Will of George P. Davenport, of the Class of 1867. Loans are to be made to deserving students, preferably graduates of Morse High School, Bath, Maine. (1959)

Fund to Aid Worthy Students (Anonymous Loan Fund). A fund of $16,566 to be administered by the President. (1941)

Augustus T. Hatch Loan Fund. A fund of $5,224 established in memory of Augustus Thomas Hatch, of the Class of 1897, by the Davenport-Hatch Foundation, Inc. Loans from this fund may be made to deserving students at the discretion of the College. (1958)

Albion Howe Memorial Loan Fund. A fund of $4,461 established by Lucien Howe, M.D., Sc.D., of the Class of 1870, of Buffalo, New York, in memory of his brother, Albion Howe, of the Class of 1861. (1903)

Edward Prince Hutchinson Loan Fund. A fund of $539 given by Edward Prince Hutchinson, of the Class of 1927, to be administered by the Dean. (1939)

Arthur Stephen Libby Memorial Fund. A fund of $1,358 given by Mrs. Arthur S. Libby in memory of her husband, Arthur Stephen Libby, of the Class of 1899. (1949)

Charles W. Marston Loan Fund. A fund of $5,207 given by Mrs. Charles W. Marston, in memory of her husband of the Class of 1896, for the purpose of providing loans to students in need of financial assistance. (1960)

Meddiebempsters' Loan Fund. A fund of $558 given by "The Meddiebempsters," the double quartet singing group. (1950)

The National Defense Education Act Loan Fund. This fund, presently amounting to $67,044, has been provided by grants from the United States Government and supplemented by the College. Loans are made as provided under Title II, Public Law 85-864 of September 2, 1958—The National Defense Education Act of 1958. (1959)

New England Society Loan Fund. A fund of $2,173 given by The New England Society in the City of New York. (1946)

The New England Society Student Aid Fund. A fund of $25,000 established by The New England Society in the City of New York for the purpose of providing loans to students in need of financial assistance. Students from the New York City metropolitan area are to be given preference in loans made from this fund. Except in unusual circumstances as may be determined by the Director of Student Aid, loans to any individual student may not exceed one thousand dollars. Repayment of loans must begin not later than one year after the student leaves the College and must be completed within ten years thereafter. (1960)

President's Loan Fund. Grants from a sum of $21,829 received from various donors are made at the discretion of the President of the College. (1918)

Lectureships and Institutes

THE regular instruction of the College is supplemented each year by a series of ten or twelve major lectures, in addition to occasional lectures and panel discussions sponsored by the various departments of study and undergraduate campus organizations. A notable adjunct to the intellectual life of the entire college community is the series of Institutes which brings to Bowdoin every two years various distinguished authorities in Art, Literature, Music, Public Affairs, and Science.

LECTURESHIPS

ANNIE TALBOT COLE LECTURESHIP. This lectureship was founded in 1906 by Mrs. Calista S. Mayhew, of South Orange, New Jersey, in memory of her niece, Mrs. Samuel Valentine Cole. According to the terms of the gift, this lectureship was established to contribute "to the ennoblement and enrichment of life by standing for the idea that life is a glad opportunity. It shall, therefore, exhibit and endeavor to make attractive, the highest ideals of character and conduct, and also, in so far as possible, foster an appreciation of the beautiful as revealed through nature, poetry, music, and the fine arts."

FULLER MEMORIAL FUND. This fund was given in 1911 in memory of Benjamin Apthorp Gould Fuller, A.M., of the Class of 1839, and provides for instruction in the broadest aspects of Social Hygiene.

MAYHEW LECTURE FUND. This lectureship was founded in 1923 by Mrs. Calista S. Mayhew. The income from the bequest is used to provide lectures on bird life and its effect on forestry.

JOHN WARREN ACHORN LECTURESHIP. This lectureship was established in 1928 by Mrs. John Warren Achorn, as a memorial to her husband, a member of the Class of 1879. The income is used for lectures on birds and bird life.

TALLMAN LECTURE FUND. This fund of $100,000 was given by Frank G. Tallman, A.M., of Wilmington, Delaware, in 1928, as a memorial to the Bowdoin members of his family. The income is "to be expended annually upon a series of lectures to be delivered by men selected by the Faculty either in this country or abroad." In addition to offering a course for undergraduates, the Visiting Professors on the Tallman Foundation give a series of public lectures on the subject of their special interest.

VISITING PROFESSORS ON THE TALLMAN FOUNDATION: 1948-1960

Emyr Estyn Evans, SC.D., *Professor of Geography, Queen's University, Belfast. Visiting Professor of Geography,* 1948-1949.

George Andrew Paul, M.A., *Fellow, Tutor, and Praelector in Philosophy, University of Oxford. Lecturer in Philosophy,* Spring 1951.

Yi-pao Mei, PH.D., L.H.D., LL.D., *Dean of the College of Arts and Letters, Yenching University, Peking. Visiting Lecturer on Chinese Civilization and Philosophy,* 1952-1953.

Ronald Perkins Bridges, A.M., D.D., L.H.D., LITT.D., *Executive Chairman of the Protestant Radio, Film and Television Commission of the National Council of the Churches of Christ in the United States of America. Visiting Professor of Religion,* Spring 1954.

Balkrishna Govind Gokhale, PH.D., *Professor of History and Indian Culture, Siddharth College, and Postgraduate Professor and Research Guide at the Bombay University, India. Visiting Professor on Indian History,* 1954-1955.

Pedro Armillas, B.S., *Professor de Ensenanza Tecnica Superior, Escuela Nacional de Antropologia, Mexico City. Visiting Lecturer on Archaeology,* 1955-1956.

Charles Mitchell, B.A., M.A., B.LITT., *Warburg Institute of the University of London. Visiting Professor of the History of Art,* Fall 1956.

George Haddad, PH.D., *Syrian University, Damascus. Visiting Professor of Near East History and Culture,* Fall 1957.

William Matthew O'Neil, A.B., A.M., *McCaughey Professor of Psychology, University of Sydney. Visiting Professor of the History of Science,* Spring 1960.

Takamichi Ninomiya, B.A., *Professor of English, Kobe University. Whitney-Fulbright Visiting Professor of the Japanese Language and Literature,* Fall 1960.

CHEMISTRY LECTURE FUND. By vote of the Boards in 1939 the balance of $1,180 from a fund given for Chemistry Department Lectures is used for special lectures in chemistry.

THE DELTA SIGMA LECTURESHIP. This lectureship, an annual gift to the College from the Delta Sigma Fraternity, was established at the suggestion of Avery Marion Spear (1904-1929), of the Class of 1925. Described by the President of the College as "a symbol of the growth of intellectual interest among the undergraduates," the lectureship has brought to the College for lectures and conferences a number of distinguished persons including: Mary Ellen Chase, George Lyman Kittredge, Alexander Meiklejohn, Eleanor Roosevelt, Norman Thomas, Hodding Carter, and Alexander Woollcott.

The Student Council Lectureship. This lectureship, an annual gift to the College from the Student Council, was established in 1958 to provide a lecture on a topic of current interest to the student body.

THE BIENNIAL INSTITUTES

Sponsored by the College, Institutes on subjects of broad, general interest were held biennially from 1923 to 1941 and resumed in 1944. The method of conducting these Institutes is to bring to Brunswick various lecturers, each a distinguished authority in his field, for public lectures and round-table conferences. Although the lectures attract state-wide audiences, the conferences are given solely for undergraduates. In 1955, 1956, and 1960 the traditional pattern was varied by having the Institute conducted by one lecturer who developed a single theme in a series of addresses and round-table discussions. In the last twenty-five years Institutes have been held in the following fields:

- Philosophy (1937)
- Music (1939)
- Human Geography (1941)
- Liberal Education (1944)
- World Politics and Organization (1947)
- Modern Literature (1950)
- Highlights of New England Culture During Bowdoin's History (1952)
- Some Aspects of American Foreign Policy (1955)
- Crime and Delinquency (1956)
- The Mind of the South (1958)
- The Contemporary American Novel (1960)
- Soviet Russia (1962)

NATIONAL SCIENCE FOUNDATION INSTITUTES

SUMMER INSTITUTES

Five grants totaling $219,000 were received from the National Science Foundation and the Atomic Energy Commission for conducting institutes on the Bowdoin campus in the summer of 1961.

Institutes for secondary school teachers were held in Chemistry, Mathematics, Radiation Biology, and Marine Biology. The fifth Institute was an innovation on the campus as it was open only to college teachers of secondary school teachers of mathematics. These five institutes ran concurrently from June 26 until August 5. Each institute offered credit at a graduate level of two semester courses or eight semester hours. Under the terms of the grant each participant received a stipend of $75 a week with additional allowance for dependents and travel.

The Chemistry Institute, directed by Dr. Samuel E. Kamerling, Charles Weston Pickard Professor of Chemistry, was designed for thirty-six high school teachers who taught or were preparing to teach advanced placement chemistry courses.

The Marine Biology Institute, under the direction of Dr. Alton H. Gustafson, Professor of Biology, was presented to thirty-six science teachers selected because of their interest in Marine Biology and their ability to foster this interest in their students. Emphasis in this institute was placed on the ecological aspects of the marine environment and the use of living organisms.

The Radiation Biology Institute was directed by Dr. Noel C. Little, Professor of Physics and Josiah Little Professor of Natural Science. Twenty high school science teachers were given a course emphasizing techniques in the use of isotopes and the effects of radiation on living organisms.

The Mathematics Institute for college teachers of teachers of mathematics was directed by Dr. Dan E. Christie, Professor of Mathematics. Forty-five teachers were selected to be participants; in this institute one course in Probability and Statistics was given, another on Algebraic Structures, and a Seminar on Curriculum was held in which the problems of teachers college mathematics departments were discussed by the participants and by distinguished visiting lecturers. The principal object of this institute was to enhance the competence and enthusiasm of teachers college professors and thus indirectly aid in the development of school mathematics courses throughout the country.

The Mathematics Institute for secondary school teachers was under the direction of Dr. Reinhard L. Korgen, Professor of Mathematics. It provided sixty-five teachers a program of two courses: one in Mathematical Logic and one presenting Ideas of the Calculus. This institute was the third of a series of four mathematics institutes planned to give credit toward a Master's degree. Again this year participants selected were teachers who would exert leadership in the teaching of mathematics by creating modern courses or writing textbooks.

American teachers who attended these five institutes came from every section of the United States as well as Alaska. Bowdoin College provided both dining and housing accommodations for about two-thirds of the participants; the other teachers lived off-campus with their families. Throughout the period of the institutes all of the facilities of the College including the library, the museum, swimming pool, and the tennis court were made available to these participants. The coördinator of the 1961 Institutes was Mr. Wolcott A. Hokanson, the Bursar of the College.

ACADEMIC YEAR INSTITUTE

Participants in this institute were selected secondary school teachers of mathematics capable of pursuing a study of mathematics at the graduate level. This institute is related to the 1961 summer institutes in such a way as to provide a program of graduate study running through a twelve-month year. Successful completion of the program leads to the award of the degree of Master of Arts.

SUMMER SEMINARS

In addition to the institutes in science, Bowdoin offered two summer seminars for the members of the families of institute participants and for alumni, residents, and guests of the Brunswick region. Requiring no previous formal study in their respective fields and carrying no formal academic credit, the seminars were conducted from July 3 to August 4, 1961, by members of the Bowdoin faculty. Each seminar met three hours a week. They were:

1. *A Special Kind of Fiction,* directed by Lawrence Sargent Hall, Ph.D., Professor of English.

Lectures and discussion centered on the following authors and works: Brontë, *Wuthering Heights;* Hawthorne, *The Scarlet Letter, The Marble Faun;* Melville, *Benito Cereno, Billy Budd, Bartleby the Scrivener;* Conrad, *The Heart of Darkness, The Secret Sharer;* Isak Dinesen-Baroness Blixen, *Seven Gothic Tales, Winter's Tales.*

2. *Form and Style in Modern Art,* directed by Philip Conway Beam, Ph.D., Henry Johnson Professor of Art and Archaeology and Director of the Museum of Fine Arts at Bowdoin.

Classes consisted of lectures and discussions of the form or style particular to Modern Art with lantern slide illustrations.

THE FRANCO-AMERICAN INSTITUTE

In 1961, the U. S. Office of Education awarded Bowdoin a $54,133 contract to establish a summer institute for forty Franco-American secondary school teachers of French. Bowdoin's institute, one of 75 foreign language institutes held throughout the country under the terms of the National Defense Education Act, was unique in that its chief aim was to develop means to exploit more fully in the national interest the valuable linguistic resource of New Englanders of French-Canadian descent. The Franco-American Institute, held from June 22 to August 8 under the directorship of Dr. Gerard J. Brault, Associate Professor of Romance Languages at the University of Pennsylvania, had two main objectives.

It provided advanced training in French to the participants, particularly in the use of new teaching methods and instructional materials, with special attention being devoted to the teachers' individual needs. To this end, participants were given graduate-level instruction in French culture, phonetics, language laboratory learning, and structural linguistics. Regularly scheduled and informal daily conversations with five native French informants and a varied evening schedule of French films, lectures, and informal activities rounded out this phase of the program.

Secondly, participants, under the supervision of the specialists on the Institute staff, prepared a new introductory course in French for Franco-American secondary school pupils. These "Bowdoin Materials," consisting of a teacher's manual and student workbook with accompanying tape recordings, based on a firm grasp of Franco-American cultural as well as linguistic factors, are currently being tested by the participants teaching homogeneous groups in Franco-American centers throughout New England.

Under the terms of the Act, public school participants were eligible for a stipend of $75 per week in addition to $15 per week for each dependent. Private school participants received free tuition only.

SUMMER LECTURES AND CONFERENCES

The Oakes Center, Bar Harbor

The public program for 1961 was broadened beyond that of the preceding three years. From July 5 to August 2 the Center was opened three afternoons a week for an exhibition of paintings lent by the Bowdoin College Museum of Fine Arts. Thursday evenings during July, double showings were held of the *Planet Earth* films produced during the International Geophysical Year under the auspices of the National Academy of Science. The program also included three illustrated lectures:

July 17—"The Wild Life of Africa" by ALFRED OTTO GROSS, Ph.D., Sc.D., Josiah Little Professor of Natural Sciences, *Emeritus,* Bowdoin College.

July 18—"Common Birds of Maine" by ALFRED OTTO GROSS, Ph.D., Sc.D., Josiah Little Professor of Natural Sciences, *Emeritus,* Bowdoin College.

August 2—"The Life and Art of Vincent Van Gogh" by PHILIP CONWAY BEAM, Ph.D., Henry Johnson Professor of Art and Archaeology, Bowdoin College.

The Oakes Center, a twenty-one-room residence situated on a seven-acre estate with an extensive shore front, is ideally adapted for summer educational programs and conferences. In July and August in 1958 and 1959 the Center housed a Speech Workshop for teachers under the direction of Albert Rudolph Thayer, A.M., McCann Professor of Oral Communication at Bowdoin. In August, 1961 the staffs of the Johns Hopkins University School of Medicine and the Roscoe B. Jackson Memorial Laboratory of Bar Harbor, conducted for the second year a course in Medical Genetics at the Oakes Center.

SUNDAY CHAPEL SPEAKERS: SEPTEMBER, 1960–MAY, 1961

September 25—HORACE MARTIN McMULLEN, S.T.M., First Parish Church, Brunswick.

October 2—SHELDON FLORY, A.M., St. Margaret's Episcopal Church, Belfast.

October 9—WALLACE WITMER ANDERSON, D.D., United Church, Bridgeport, Connecticut.

October 16—DOUGLAS HORTON, D.D., Litt.D., LL.D., former Dean, Harvard Divinity School.

October 23—FRED BENTON HOLMBERG, S.T.B., Christ Church (Congregational-Methodist), Kennebunk.

October 30—MILTON MORSE McGORRILL, D.D., First Universalist Church, Bangor.

November 6—GEORGE THOMAS DAVIDSON, Ed.M., Kennett High School, Conway, New Hampshire.

November 13—PERCY LESSINGTON VERNON, D.D., New Gloucester.

November 20—Edson Roy Burchell, B.D., First Church of Christ, Pittsfield, Massachusetts.

December 4—Lieutenant Commander Ralph Wilson Below, Th.M., Ch.C., U.S.N., Chaplain, Brunswick Naval Air Station.

December 11—Nathanael Mann Guptill, D.D., General Council of the Congregational Christian Churches.

January 8—George Milner Hooten, Jr., B.D., Brookside Congregational Church, Manchester, New Hampshire.

January 15—The President of the College.

February 5—Alan Peter Maynard, S.T.B., St. Alban's Episcopal Church, Cape Elizabeth.

February 12—Martin Van Buren Sargent, B.D., Winter Street Congregational Church, Bath.

February 19—Murray Israel Rothman, M.H.L., Temple Shalom, Newton, Massachusetts.

February 26—Arthur Harris Melanson, M.R.E., First Congregational Church, Wellesley Hills, Massachusetts.

March 5—Kenneth Brookes, B.D., South Parish Congregational Church, Augusta.

March 12—Warren Sturtevant Palmer, B.D., North Parish Congregational Church, Sanford.

March 19—Mervin Monroe Deems, Ph.D., Dean, Bangor Theological Seminary.

April 9—Robert Arthur Storer, B.D., Winchester Unitarian Church, Winchester, Massachusetts.

April 16—Joseph Cony MacDonald, D.D., Union Church, Waban, Massachusetts.

April 23—Frederick William Whittaker, Ph.D., President, Bangor Theological Seminary.

April 30—James Vince Miller, Ph.D., Chairman of the Department of Religion, Bates College.

May 7—Vesper Service.

May 14—Raymond Stewart Hall, D.D., Trinity Church, Portland.

Student Life and Activities

BOWDOIN provides for her students a campus life which combines traditional features of the liberal arts college with modern facilities and programs which enrich the experience of undergraduate life. The Curriculum in Arts and Sciences (pages 71-135) provides formal instruction in those subjects appropriate to the development of educated and enlightened citizens. Within this framework students are encouraged, and are permitted sufficient flexibility, to develop their talents and capacities for leadership to the utmost. The physical plant and equipment of the College has been considerably improved in recent years, and visitors are frequently impressed by the quality of these physical facilities given the modest size of the student body. Along with the library, laboratories, art museum, concert and lecture halls, social center, infirmary and athletic facilities, continuing attention is given to the less tangible—but more important—intellectual resources of the College. Art shows, lectures, concerts, motion pictures and legitimate dramatic productions are all planned to provide stimulating experiences which will enhance the student's everyday work within the formal curriculum.

Living and Dining Accommodations: The College provides living and dining accommodations for its student body. Entering freshmen live in the several dormitories. Those electing to join fraternities will, after the first few weeks, normally take their meals at the fraternity house; others dine at the Moulton Union. The fraternity chapter houses furnish dining accommodations to their constituencies, and living accommodations for a large proportion of the upper three classes (the final arrangements for living quarters being contingent upon the size of enrollment and other factors). Both fraternity and dormitory quarters help to promote the valuable friendships and give-and-take of opinion perennially associated with campus life.

The Moulton Union: The Union continues to be the social center of the entire College: it provides a spacious home on the campus for undergraduates, members of the faculty, alumni, and guests.

The hospitable Union lounge is available from early morning until midnight every day for leisure-time enjoyment. A generous number of newspapers and magazines are kept there for the use of the students and other members of the College. This room is the scene of a great variety of college gatherings: smokers, lectures, recitals, and dances. No charge is made for the use of the pocket billiard, billiard, and table tennis equipment in the game rooms. The second floor contains several pleasant conference rooms for undergraduate activities including WBOR, the College Radio Station. Also there are comfortable rooms which are available for overnight accommodations to alumni, parents, and friends of the College. The main dining room is comfortably and informally furnished for regular meals and for between-meal snacks, cafeteria-style. Here faculty and students meet over cups of coffee and enjoy stimulating and agreeable companionship. Banquets for college groups and friends of the College are also held from time to time in this dining room.

A small, adjoining dining room is distinguished by pen and ink murals depicting scenes of Maine seacoast life. The murals and poetry are the creations of the late Professor Robert Peter Tristram Coffin, '15 (1892-1955). This room is used by students and faculty. Weekly informal luncheons for the latter are held here during the academic year. The Union store provides sundries to members of the College at a nominal charge. Here also students may purchase textbooks required in course work and other books of general interest. Profits are used for general student social purposes under the direction of the Student Union Committee.

The facilities of the Union resemble those of a club in which there are daily opportunities for new students to meet and form friendships with other students and faculty members. The donor's wish to provide a place where the fires of friendship may be kindled and kept burning has been amply realized.

The formulation of policies and the planning of the many-sided program of Union activities are the responsibilities of the Director of the Moulton Union assisted by the Student Union Committee, consisting of a representative from each Fraternity and the Independents. By sponsoring dances, lectures, exhibitions of motion pictures, tournaments, and other entertainments, the Committee contributes to the social life of the entire college community.

THE STUDENT UNION COMMITTEE

1961-1962

Peter Kingston Deeks, *President*	Theta Delta Chi
Ralph Frederick Brown, *Vice-President*	Delta Sigma
Charles Russell Shea, *Treasurer*	Delta Kappa Epsilon
Joseph Hamilton McKane, *Secretary*	Kappa Sigma
William Thomas Oliver	Alpha Delta Phi

Frederick Kent Orkin	Alpha Rho Upsilon
Robert Mason Farquharson	Alpha Tau Omega
Thomas Norman Tom	Beta Theta Pi
Gordon Glen Morie	Chi Psi
Robert Charles Taylor	Psi Upsilon
Jon Irving Dunn	Sigma Nu
John Anthony Gibbons	Zeta Psi
Geoffrey Williams Chapman	Independent

FRATERNITIES: The Greek-letter fraternities first appeared on the Bowdoin campus in 1841. A century ago their functions were purely literary and social, but with the passing years they have become more and more an integral part of college life. In the early years, the meeting places of the fraternities were known only to their members. Later the members of the various chapters lived together in several of "the ends" of the college dormitories. A new era began in 1900 when two of the Greek-letter societies moved into houses of their own and took over the provision of living and dining facilities. Ordinarily, the upperclass members live "at the house," while all the members dine there.

Membership in a fraternity provides much more than an attractive eating club, agreeable companionship, occasional houseparties, and competition in interfraternity track meets. To many graduates, such membership has meant a valuable training in the care of material property and in the maintenance of good relations with the town and with other groups, coöperation with the Dean and the faculty advisor in promoting scholarship and manly conduct among the younger brothers, and comradely association with alumni in the management of chapter affairs. At Bowdoin, loyalty to a fraternity has been found in practice to be an excellent means of developing loyalty to the College itself and to the larger interests which the College serves.

INDEPENDENTS: The Independent group at Bowdoin is small (partly because the fraternities do not follow as exclusive or selective policies as at some other colleges) but nevertheless important. Members of this group usually live in the dormitories and dine at the Moulton Union. The group has its own faculty adviser and holds out to its members the possibility of friendly association with fellow students without the more formal ties that go with fraternity organization.

THE BOWDOIN PLAN: A notable contribution to international understanding, the "Bowdoin Plan" is an arrangement whereby the fraternities provide board and room for some foreign students, while the College remits tuition. The plan originated with the undergraduates themselves in the Spring of 1947, and in its first year of operation brought six foreign students to the Bowdoin campus. Since then the number has been increased. Their presence is a very desirable addition to the life and fellowship of a small college. A roster of foreign students attending Bowdoin under the terms of the plan in 1961-1962 is printed on page 224 of this catalogue.

THE STUDENT COUNCIL: The control of student life at Bowdoin is entrusted in the fullest possible measure to the students themselves. Undergraduate self-government is vested in the Student Council, which makes recommendations about student affairs to the student body, and occasionally to the Faculty. The Council is composed of representatives from each fraternity and organized social group.

STUDENT COUNCIL

Fall 1961

Gerard M. Coletti, *President*	Chi Psi
Bryan J. McSweeny, *Vice-President*	Zeta Psi
Theodore S. Curtis, Jr., *Secretary-Treasurer*	Alpha Delta Phi
Wayne T. Adams	Theta Delta Chi
Peter F. Best	Delta Sigma
Davis S. Collins	Alpha Tau Omega
Walter E. Davis	Sigma Nu
William S. Geffine	Chi Psi
Mitchel A. Kalpakgian	Independent
Samuel A. Ladd, III	Zeta Psi
Bruce N. Leonard	Alpha Delta Phi
James P. Malmfeldt	Alpha Tau Omega
Francis S. Mancini	Kappa Sigma
William P. Menz	Delta Kappa Epsilon
Frank A. Nicolai	Sigma Nu
W. Stephen Piper	Delta Sigma
John D. Potter, Jr.	Independent
Paul M. Quinlan	Kappa Sigma
Joel Reck	Alpha Rho Upsilon
John M. Ridlon	Psi Upsilon
David R. Sherwood	Theta Delta Chi
Lawrence J. Schoenwald	Beta Theta Pi
Robert C. Terwilliger, Jr.	Delta Kappa Epsilon
Michael W. Whalon	Beta Theta Pi
Robert E. Whelan	Phi Upsilon
Taneshiro Yamamoto	Alpha Rho Upsilon

THE STUDENT CURRICULUM COMMITTEE: Recently organized, the Student Curriculum Committee is interested in Faculty-Student relationships. Among its contributions to the College is the arrangement of lectures of interest to the college community, delivered principally by members of the Faculty. The five-member Committee is elected in the fall; two are members of the Student Council and three, members-at-large, are from the student body.

THE BOARD OF PROCTORS: The maintenance of order in the dormitories and houses and the responsibility for their proper care are delegated to a Board of Proctors nominated by the Student Council and appointed by the Dean with the approval of the Faculty.

BOARD OF PROCTORS

Fall 1961

John F. Adams, Jr.
Daniel W. Alvino, Jr.
Frank S. DiGirolamo
Laszlo Dudas
Ronald F. Famiglietti
Andrew P. Iverson
Roy C. Macdonald, Jr.
Neil L. Millman
Michael S. Panteleakos
Charles J. Speleotis
Robert E. Whelan
Mark R. Youmans

THE ORIENT: The Bowdoin *Orient,* the college newspaper, is now in its ninety-first year of continuous publication. Opportunities for freshmen as "cub" reporters, and for newcomers at the news desk and in the press room, continue as in the past and advancement on the staff is rapid for those with a flair for journalism. Students interested in the business management of the newspaper will also find opportunities for work and advancement.

THE QUILL: The *Quill* is the college literary publication and is normally published once each Semester. Each issue contains articles in all fields of student literary interest: short stories, essays, poems, and reviews. Contributions are welcomed from all members of the College.

THE BUGLE: The *Bugle* is the college year-book published by the Junior Class. The board is composed of students and faculty advisors.

MUSIC: The most important musical extracurricular activity is the Glee Club. Bowdoin continues to be a "singing college," with the Interfraternity Singing Competition, the *a capella* choir (which in addition to Sunday vesper services makes joint appearances with near-by girls' schools and colleges), musical chapels, house singing, student recitals, and the "Meddiebempsters" double quartet. In addition, the Brunswick Choral Society, in which undergraduates participate, presents at least two major choral works a year. And the artist concert series is open free to all undergraduates.

Radio: In WBOR, "Bowdoin-on-Radio," the College has a fully equipped FM radio station as the result of a substantial gift from the Class of 1924. Situated on the second floor of the Moulton Union, both studios and the control room are sealed against disturbances of sound with acoustical tiling and sound-lock doors. The station is equipped to produce high fidelity broadcasts.

Students and faculty work freely together to cover the average daily run of ten hours on the air. The station has an advisory board, but programming and management are handled entirely by the students. During the last year of operation about seventy students participated as script-writers, directors, announcers, performers, and engineers. The station records on tape many of the college lectures and concerts for rebroadcast, and has made several recordings for public distribution.

Debating: In addition to the Achorn and Bradbury Prize Debates, an extensive program of intercollegiate debating is sponsored by the Debating Council. The annual interfraternity debate competition for the Wilmot Brookings Mitchell Debate Trophy is under the general supervision of the Council.

The Masque and Gown: This college dramatic organization has for fifty years provided undergraduates with opportunities to give practical expression to their interest in the theater. Townspeople collaborate with the student members of Masque and Gown in many productions. The Executive Committee hopes to continue its policy of producing full-length and one-act plays written by students; the Committee also plans to use various experimental production techniques. Under the direction of an expert, and housed in Pickard Theater, the Masque and Gown offers many opportunities for those interested in play writing, scene design and construction, acting, and business management and publicity.

The Inter-faith Forum: The Bowdoin Inter-Faith Forum is an undenominational organization, membership in which is open to every undergraduate for the purpose of helping students to find the place of religion in life. The Forum conducts many lines of work, sponsors a Religious Forum, and often arranges informal conferences at which the undergraduates have opportunities to meet the college preachers. In these various activities students of different denominations learn to work together and to respect the religious convictions of others.

The Political Forum: This student organization actively fosters the discussion and debate of current political practices and problems of local, state, national and international interest. The Forum has instituted the policy of inviting guest speakers to lecture to the college community.

The Outing Club: Organized in 1948, the Outing Club sponsors a program of outdoor activities including rock and mountain climbing, cycling, canoeing, and skiing.

The White Key: This organization has two functions: to program and supervise all interfraternity athletics, and to serve as the official committee to welcome and make arrangements for the entertainment of teams visiting Bowdoin from other institutions.

ATHLETICS

The Department of Physical Education offers a well-rounded program of athletics for all undergraduates. In addition to well-coached varsity teams, which participate in intercollegiate competition, there is an active year-round schedule of intramural athletics for the whole student body.

Intercollegiate Athletics: Bowdoin offers intercollegiate competition in the following sports: football, cross country, basketball, track, swimming, hockey, lacrosse, skiing, golf, tennis, baseball, rifle, soccer, and sailing. Varsity and freshman teams will be maintained in most of these sports, enabling every undergraduate opportunity to try out for the sport of his choice.

Intramural Athletics: Competition between fraternities is scheduled in softball, touch football, basketball, hockey, track, swimming, sailing, bowling, and volley ball. Undergraduates not actively engaged in intercollegiate sports during a given season are eligible for intramural contests.

The Sailing Club: Bowdoin's fleet of sailing dinghies on the tideless basin of the New Meadows River is operated by the Sailing Club. The program includes varsity and freshman competition with many New England colleges, interfraternity racing for the Thayer Francis Trophy, and instruction for beginners.

In 1955 the College purchased a cabin and section of shore front with a dock on the east side of New Meadows River Basin to provide facilities for the Club. Equipment now includes five fiberglass dinghies and a power-driven crash boat.

Alumni Placement and Student Counseling and Employment

PLACEMENT BUREAU

THE College offers assistance to students and graduates in solving the problem of employment, both during their undergraduate courses and afterward. Opportunities for undergraduates to do part-time work at the College or in the community may usually be obtained through the Student Aid Office in Rhodes Hall.

Students are encouraged to register early in their college career and to consult the Director and Guidance Counselor in Banister Hall for vocational counsel and guidance if the work of the Bureau is to be most effective in placing men upon graduation in the positions for which they are best qualified. The Bureau assists undergraduates in establishing contacts for summer employment.

The interviews are planned to broaden the student's vocational interest and to aid him in the choice of properly correlated courses best suited to furnish a foundation and background for his life's work. Each student should survey his abilities objectively and study the demands of business, the occupations and the professions in order to assist him in his planning. Students with a definite goal in mind usually approach their work with an earnestness of purpose. While the selection of a career must necessarily be left to the student, it should not be deferred too long or left to chance. The Bureau has information available to help guide the applicant to an intelligent choice. Extensive literature, including occupational monographs, and recent books on business careers are at the disposal of the students. The candidate's complete undergraduate record—including classroom work, vocational aptitude tests and extracurricular activities—is used to determine his availability for positions after graduation.

The Bureau continually expands its contacts with employers, acting as an intermediary for the exchange of vocational information between employers and registrants. Representatives of industry are invited to the campus to confer with students and to discuss not only the qualifications necessary for success in their special fields but to explain the opportunities offered to college men. During the Fall a series of business conferences is usually held for the benefit of registrants. The efforts of the Bureau are coördinated with the activities of the Alumni Placement Committees organized on a national basis in thirty-five strategic areas. These Committees greatly extend the range of opportunities for all registrants. The Bureau makes available to these Committees basic individual data for proper classification and placement of candidates referred to them.

Students planning to enter graduate school should consult with the Dean and the Chairmen of their major Departments. No charge is made for services rendered to candidates or employers.

The Director devotes the major portion of his time to the activities of the Bureau. He is a member of the Faculty as well as an administrative officer. All correspondence should be addressed to the Director of the Placement Bureau, Banister Hall, Bowdoin College, Brunswick, Maine.

BOWDOIN PLACEMENT COMMITTEE CHAIRMEN

Albany, New York	James B. Colton, II '31
Atlanta, Georgia	Brewster Rundlett '38
Augusta, Maine	Willard B. Arnold, III '51
Bangor, Maine	Frank B. Harlow '29
Boston, Massachusetts	W. Lawrence Usher '32
Brunswick, Maine	Paul K. Niven '16
Buffalo, New York	George V. Craighead '25
Charleston, West Virginia	Clarence H. Johnson '28
Chicago, Illinois	Howard E. Kroll '25
Cincinnati, Ohio	John D. Dupuis '29
Cleveland, Ohio	John E. Orr '40
Dallas, Texas	John G. Young '21
Denver, Colorado	Oscar Swanson '30
Detroit, Michigan	George O. Cutter '27
Hartford, Connecticut	Robert H. Brownell '49
Jacksonville, Florida	William B. Mills '29
Lewiston-Auburn, Maine	Stephen D. Trafton '28
Los Angeles, California	William R. Spinney '13
Manchester, New Hampshire	Francis B. Hill '23
Mexico City, D. F.	Robert C. Hill '32
Millburn, New Jersey	Frank A. St. Clair '21
Minneapolis, Minnesota	Nathan A. Cobb '26
Montreal, Province of Quebec	Charles S. Bradeen '26
New York, New York	Donald K. Clifford '21
Pasco, Washington	Norman E. Robbins '19

Philadelphia, Pennsylvania	Leland W. Hovey '26
Portland, Oregon	Daniel M. McDade '09
Providence, Rhode Island	Ralph R. Melloon '15
Rochester, New York	Norton V. Maloney '35
St. Johnsbury, Vermont	Alden E. Hull '29
St. Louis, Missouri	Edgar C. Taylor '20
San Francisco, California	Raymond Deston '30
Springfield, Massachusetts	Louis W. Doherty '19
Washington, D. C.	William F. Johnson '30
Worcester, Massachusetts	Paul Sibley '25

STUDENT COUNSELING OFFICE

The purpose of the Student Counseling Office is to assist students in making the best possible adjustment to the College. The student who is studying efficiently, who is pursuing with enthusiasm educational and vocational goals appropriate to his aptitudes and interests, and who is reasonably free of hampering emotional difficulties can profit most from his Bowdoin experience and thereby accept more fully the offer and the challenge of the College.

To this end, students with problems of poor study habits, of academic or vocational planning, of personal conflicts, and of unsatisfactory adjustment to life at Bowdoin are encouraged to confer with the Director of Student Counseling. Through individual counseling, the student may be helped to arrive at suitable solutions to these problems, to grow in self-understanding, to use his assets more effectively, and to plan realistically for the future.

The Office provides, in addition to individual counseling, a testing service to aid students in evaluating their abilities, interests, educational skills, and personalities. A library of current college and graduate school catalogues, as well as information on scholarship awards, summer schools, study abroad, and the like, is open to all students for browsing. The Student Counseling Office, located in Banister Hall, is open for appointments every weekday afternoon.

Prizes and Distinctions

THE BOWDOIN PRIZE

The Bowdoin Prize. A fund, now amounting to $26,626, established as a memorial to William John Curtis, LL.D., of the Class of 1875, by Mrs. Curtis and children. The prize, four-fifths of the total income, is to be awarded "once in each five years to the graduate or former member of the College, or member of its Faculty at the time of the award, who shall have made during the period, the most distinctive contribution in any field of human endeavor. The prize shall only be awarded to one who shall, in the judgment of the committee of award, be recognized as having won national and not merely local distinction, or who, in the judgment of the committee, is fairly entitled to be so recognized." (1928)

The first award of this prize was made in 1933 to Fred Houdlett Albee, M.D., Sc.D., LL.D., of the Class of 1899. The second award was made in 1938 to Harvey Dow Gibson, LL.D., of the Class of 1902, and Paul Howard Douglas, Ph.D., LL.D., of the Class of 1913. The third award was made in 1948 to Kenneth Charles Morton Sills, L.H.D., LL.D., of the Class of 1901. In 1954 the fourth award was made to Rear Admiral Donald Baxter MacMillan, Sc.D., of the Class of 1898. In 1958 the fifth award was made to Harold Hitz Burton, Jur.D., LL.D., of the Class of 1909.

UNDERGRADUATE PRIZES*

Prizes in General Scholarship

Almon Goodwin Prize Fund. This fund was established by Mrs. Maud Wilder Goodwin in memory of her husband, Almon Goodwin, of the Class of 1862. The annual income, $60, is awarded to a Phi Beta Kappa man chosen by vote of the Trustees of the College at the end of the recipient's Junior year. (1906)

George Wood McArthur Prize. A fund bequeathed by Almira L. McArthur, of Saco, in memory of her husband, George Wood McArthur, of the Class of 1893. The annual income, $100, is awarded as a prize to that member of the graduating class who, coming to Bowdoin as the recipient of a prematriculation scholarship, shall have attained the highest academic standing among such recipients within the class. (1950)

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* The amount of the prizes depends upon the income of the funds; hence the figures given for awards are only approximate.

DEPARTMENTAL PRIZES

CLASS OF 1875 PRIZE IN AMERICAN HISTORY. A prize of $230 was established by William John Curtis, LL.D., of the Class of 1875, and is awarded to the student who writes the best essay and passes the best examination on some assigned subject in American History. (1901)

COPELAND-GROSS BIOLOGY PRIZE. A prize named in honor of Professors *Emeriti* Manton Copeland and Alfred Otto Gross, is given by the Department of Biology, to that graduating senior who has best exemplified the idea of a liberal education during the major program in Biology. (1959)

HANNIBAL HAMLIN EMERY LATIN PRIZE. A prize of $60 is awarded to a member of the Junior or Senior Class for proficiency in Latin. (1922)

GOODWIN FRENCH PRIZE. A prize of $30, the annual income of a fund given by the Reverend Daniel Raynes Goodwin, D.D., is awarded to the best scholar in French. (1890)

NATHAN GOOLD PRIZE. A prize of $130, the annual income of a fund established by Abba Goold Woolson, of Portland, in memory of her grandfather. It is awarded to that member of the "Senior Class who has, throughout his college course, attained the highest standing in Greek and Latin studies." (1922)

EDWIN HERBERT HALL PHYSICS PRIZE. A prize named in honor of Edwin Herbert Hall, of the Class of 1875, the discoverer of the Hall Effect, is awarded each year to the best freshman scholar in the field of Physics. (1953)

SUMNER INCREASE KIMBALL PRIZE. A prize of $140 was established by the Honorable Sumner Increase Kimball, Sc.D., of the Class of 1855. It is awarded to that member of the Senior Class who has "shown the most ability and originality in the field of the Natural Sciences." (1923)

PHILIP WESTON MESERVE FUND. A prize of $30 in memory of Professor Philip Weston Meserve, of the Class of 1911, "to be used preferably to stimulate interest in Chemistry." (1941)

NOYES POLITICAL ECONOMY PRIZE. A prize of $60 established by Crosby Stuart Noyes, A.M., is awarded to the best scholar in Political Economy. (1897)

PRAY ENGLISH PRIZE. A prize of $65, the annual income of a fund given by Dr. Thomas Jefferson Worcester Pray, of the Class of

1844, is awarded to the best scholar in English Literature and original English Composition. (1889)

Sewall Greek Prize. A prize of $40, the annual income of a fund given by Professor Jotham Bradbury Sewall, D.D., of the Class of 1848, formerly Professor of Greek in the College, is awarded to the member of the Sophomore Class who sustains the best examination in Greek. (1879)

Sewall Latin Prize. A prize of $40, the annual income of a fund also given by Professor Sewall, is awarded to the member of the Sophomore Class who sustains the best examination in Latin. (1879)

Bertram Louis Smith, Jr., Prize Scholarship. A bequest of $4,059 from Bertram Louis Smith, in memory of his son, a member of the Class of 1903, to encourage excellence of work in English Literature. From this fund a premium of $200 is awarded by the Faculty to a member of the Junior Class who has completed two years' work in English Literature. Ordinarily it is awarded to a student majoring in English and performance of major work as well as record in courses is taken into consideration. (1925)

Smyth Mathematical Prize. A fund of $6,952, the gift of Henry Jewett Furber, of the Class of 1861, named by him in honor of Professor William Smyth. Three hundred dollars, the income of the fund, is given to that student in each Sophomore Class who obtains the highest rank in the mathematical studies of the first two years. The rank is determined mainly by the daily recitations, but the Faculty may in its discretion order a special examination, the result of which will be combined with the recitation rank. The successful candidate receives one-third of the prize at the time the award is made. The remaining two-thirds is paid to him in installments at the close of each term during Junior and Senior years. If a vacancy occurs during those years, the next in rank secures the benefit of the prize for the remainder of the time. (1876)

Lea Ruth Thumim Biblical Literature Prize. A prize consisting of the annual income of a fund given by Carl Thumim in memory of his wife, Lea Ruth Thumim, is awarded each year by the Department of Religion to the best scholar in Biblical Literature. (1959)

Prizes in Debating and Declamation

Edgar Oakes Achorn Prize Fund. The income of this fund is distributed as prizes to the winning team in an annual debate between members of the Freshman and Sophomore Classes. First prize, $25; Second prize, $15; Third prize, $10. (If this debate should fail in interest or scholastic benefit, the prizes may, at the discretion of the Faculty, be withdrawn, and the income awarded annually as a prize for the best essay by a freshman or sophomore on "Chapel Exercises, Their Place at Bowdoin," or on any other subject on the place of religion in a liberal arts college.) (1932)

Alexander Prize Fund. This fund was established by the Honorable DeAlva Stanwood Alexander, LL.D., of the Class of 1870, and furnishes two prizes, three-fifths and two-fifths of the annual income for excellence in select declamation. Competition is open to freshmen, sophomores, and juniors. First prize, $40; Second prize, $25. (1905)

Bradbury Debating Prize. The annual income of a fund given by the Honorable James Ware Bradbury, LL.D., of the Class of 1825, is awarded for excellence in debating. First team, $65; Second team, $15. (1901)

Class of 1868 Prize. A prize of $50, the annual income of a fund contributed by the Class of 1868, is given to that member of the Senior Class who shall write and deliver the best oration. (1868)

Hiland Lockwood Fairbanks Prize Fund. This fund was established by Captain Henry Nathaniel Fairbanks, of Bangor, in memory of his son, Hiland Lockwood Fairbanks, of the Class of 1895. Of the annual income, $120, one-half is awarded for excellence in debating and advanced public speaking (*English* 6, 5); one-fourth is awarded as two prizes for excellence in declamation (*English* 3-4); and the remaining fourth is left at the disposal of the English Department for the promotion of interest in public speaking. (1909)

Goodwin Commencement Prize. A prize of $60, the annual income of a fund given by the Reverend Daniel Raynes Goodwin, D.D., of the Class of 1832, is awarded to the author of the best Commencement Part. (1882)

Wilmot Brookings Mitchell Debating Trophy. This trophy, presented by an anonymous donor, is to be inscribed annually with the winner of the interfraternity debate competition and awarded to that fraternity which has won three annual competitions. (1953)

Stanley Plummer Prize. A prize of $50, the annual income of a fund established by Stanley Plummer, of the Class of 1867, is awarded "for excellence in original and spoken composition in the English language on the part of the members of the Junior Class." (1919)

ESSAY PRIZES

PHILO SHERMAN BENNETT PRIZE FUND. This fund was established by the Honorable William Jennings Bryan from trust funds of the estate of Philo Sherman Bennett, of New Haven, Connecticut. The proceeds are used for a prize of $30 for the best essay discussing the principles of free government. Competition is open to juniors and seniors. (1905)

BROWN COMPOSITION PRIZES. Two prizes of $40 and $25, the annual income of a fund established by Philip Greely Brown, of the Class of 1877, in memory of Philip Henry Brown, Esq., of the Class of 1851, are offered to members of the Senior Class for excellence in Extemporaneous English Composition. (1874)

CLASS OF 1875 PRIZE IN AMERICAN HISTORY. A prize of $230, established by William John Curtis, LL.D., of the Class of 1875, is awarded to the student who writes the best essay and passes the best examination on some assigned subject in American History. (1901)

CHARLES HAROLD LIVINGSTON HONORS PRIZE IN FRENCH. The annual income of a fund of $1,000 is awarded to encourage independent scholarship in the form of honor theses in French. The fund was established by former students of Professor Charles Harold Livingston, Ph.D., Longfellow Professor of Romance Languages, *Emeritus,* upon the occasion of his retirement. (1956)

HORACE LORD PIPER PRIZE. A prize of $70 was established by the Honorable Sumner Increase Kimball, Sc.D., of the Class of 1855, in memory of Major Horace Lord Piper, of the Class of 1863. It is awarded to that member of the Sophomore Class who presents the best "original paper on the subject calculated to promote the attainment and maintenance of peace throughout the world, or on some other subject devoted to the welfare of humanity." (1923)

DAVID SEWALL PREMIUM. A prize of $60 is awarded to a member of the Freshman Class for excellence in English composition. Entries are due at the last meeting of *English* 2. (1795)

PRIZES IN CREATIVE ARTS

BOWDOIN ORIENT PRIZES. Six cash prizes are offered by the Bowdoin Publishing Company to be awarded each Spring to those junior members of the *Orient* Staff who have made the most significant contribution to the various departments of the *Orient* in the preceding volume. (1948)

Hawthorne Prize. A prize of $40 given in memory of Professor Robert Peter Tristram Coffin, B.Litt., (Oxon.), Litt.D., of the Class of 1915, and in memory of the original founders of the Hawthorne Prize, Nora Archibald Smith and Mrs. George C. Riggs (Kate Douglas Wiggin), Litt.D. It is awarded each year to the author of the best short story. The competition is open to members of the Sophomore, Junior, and Senior Classes. (1903)

Masque and Gown Figurine. A figurine, "The Prologue," carved by Gregory Wiggin, is presented annually to the author of the prize-winning play in the One-Act Play Contest, and held by him until the following contest. (1937)

Masque and Gown One-Act Play Prizes. Cash prizes of $25 and $15 are awarded annually for the best and second-best plays written and produced by undergraduates. Prizes of $10 each for acting, directing, and design in the competing plays have been added. (1934)

Alice Merrill Mitchell Prize. A prize of $25, given by Professor Wilmot Brookings Mitchell, L.H.D., Litt.D., of the Class of 1890, in memory of his wife, Alice Merrill Mitchell, is awarded annually to that member of the Senior Class who, in the opinion of a Faculty committee of which the Director of Dramatics is chairman, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of acting. (1951)

Poetry Prize. A prize of $5 is given each Semester for the best poem on Bowdoin written by an undergraduate. (1926)

Forbes Rickard, Jr., Poetry Prize. A prize of $25, the annual income of a fund given by a group of alumni of his fraternity in memory of Forbes Rickard, Jr., of the Class of 1917, who lost his life in the service of his country, is awarded to the undergraduate writing the best poem. (1919)

Mary B. Sinkinson Short Story Prize. About $90, given each year for the best short story written by a Junior or Senior. (1961)

Awards for Character and Leadership

Andrew Allison Haldane Cup. A cup given by fellow officers in the Pacific in memory of Captain Andrew Allison Haldane, USMCR, of the Class of 1941, awarded to a member of the Senior Class who has outstanding qualities of leadership and character. (1945)

LUCIEN HOWE PRIZE SCHOLARSHIP. A fund of $5,074 given by Lucien Howe, M.D., Sc.D., of the Class of 1870. Fifty dollars from the income is "awarded by the Faculty to that member of the Senior Class, who, during his college course, by example and influence has shown the highest qualities of conduct and character, the award to be either in cash or in the form of a medal, according to the wish of the recipient." The remainder is expended by the President to improve the social life of the undergraduates. (1920)

WINSLOW R. HOWLAND FOOTBALL TROPHY. A trophy presented to the College by friends of the late Winslow R. Howland, of the Class of 1929, is awarded each year to that member of the varsity football team who has made the most marked improvement on the field of play during the football season, and who has shown the qualities of coöperation, aggressiveness, enthusiasm for the game, and fine sportsmanship so characteristic of Winslow Howland. (1959)

ELMER LONGLEY HUTCHINSON CUP. A cup, given by the Chi Psi fraternity at the College in memory of Elmer Longley Hutchinson, of the Class of 1935, is awarded annually to a member of the varsity track squad for high conduct both on and off the field of sport. (1939)

HUGH MUNRO, JR. MEMORIAL TROPHY. A trophy given by his family in memory of Hugh Munro, Jr., of the Class of 1941, who lost his life in the service of his country. It is inscribed each year with the name of that member of the Bowdoin varsity hockey team who best exemplifies the qualities of loyalty and courage which characterize the life of Hugh Munro, Jr. (1946)

PAUL NIXON BASKETBALL TROPHY. Given to the College by an anonymous donor, and named in memory of Dean Paul Nixon, LL.D., L.H.D., in recognition of his interest in competitive athletics and sportsmanship, this trophy is inscribed each year with the name of the member of the Bowdoin varsity basketball team who has made the most valuable contribution to this team through his qualities of leadership and sportsmanship. (1959)

COL. WILLIAM HENRY OWEN PREMIUM. An award of $30, the income of a fund established by Frederick Wooster Owen, M.D., in memory of his brother, Col. William Henry Owen, A.M., of the Class of 1851, is awarded at Commencement "to some graduating student recognized by his fellows as a humble, earnest, and active Christian." (1916)

William J. Reardon Memorial Football Trophy. A replica of this trophy, which was given to the College by the family and friends of William J. Reardon, of the Class of 1950, is presented each year to a senior on the varsity football team who has made an outstanding contribution to his team and his college as a man of honor, courage, and ability, the qualities which William J. Reardon exemplified at Bowdoin College on the campus and on the football field. (1958)

Franklin Delano Roosevelt Cup. A cup, furnished by the Alpha Delta Phi fraternity at the College, to be inscribed annually with the name of that member of the three lower classes whose vision, humanity, and courage most contribute to making Bowdoin a better college. (1945)

Prizes in Athletics and Scholarship

James Bowdoin Cup. This cup, given by the Alpha Rho Upsilon fraternity, is awarded annually on James Bowdoin Day to the student who in his previous college year has won a varsity letter in active competition and has made the highest scholastic average among the students receiving varsity letters. In case two or more students should have equal records, the award shall go to the one having the best scholastic record during his college course. The name of the recipient is to be engraved on the cup and the cup retained for the following year by that college group (fraternity or non-fraternity) of which the recipient is a member. (1947)

Orren Chalmer Hormell Award. A trophy, given by the Sigma Nu fraternity at the College, in honor of Orren Chalmer Hormell, Ph.D., D.C.L., DeAlva Stanwood Alexander Professor of Government, *Emeritus,* is awarded annually to a member of the Freshman Class for high scholastic honors and skill in athletic competition. The name of the winner is inscribed upon a plaque kept in the recipient's chapter house. (1949)

Military Prizes

The General Philoon Trophy. A cup given by Wallace Copeland Philoon, M.S., Major General, U.S.A. (Retired), of the Class of 1905, is awarded each autumn to that member of the Senior Class who has made the best record at the summer camp of the R.O.T.C. (1951)

The Pershing-Presnell Sword. A sword presented in honor of General John J. Pershing to Major John Finzer Presnell, Jr., '36, as the First Captain of the Class of 1940 at the United States Military Academy. Following the death of Major Presnell in the Second World War, his parents gave the sword to Bowdoin College. The Pershing-Presnell Sword is assigned and the shield bearing the sword is inscribed with the name of the Cadet Colonel commanding the Bowdoin College Regiment, Reserve Officers' Training Corps. (1951)

MISCELLANEOUS PRIZES

ABRAXAS AWARD. A plaque is awarded to the school sending three or more graduates to the College, whose representatives maintain the highest standing in the first Semester of Freshman year. This award, established in 1915 by the Abraxas Society, is now given by the Student Council. (1915)

STUDENT COUNCIL CUP. A cup formerly called the "Friars' Cup" and now given by the Student Council is awarded at the conclusion of each Semester to that fraternity which has attained the highest academic standing during the Semester. (1911)

HARVEY DOW GIBSON MEMORIAL TROPHY. A cup in memory of Harvey Dow Gibson, LL.D., of the Class of 1902, is given by the Bowdoin chapter of the Theta Delta Chi fraternity. It is awarded each fall to that fraternity which has shown the greatest improvement in its scholastic standing during the previous academic year. (1951)

THE PEUCINIAN CUP. A cup, in honor of the Peucinian Society, Bowdoin's first literary-social club (1805), is given by the alumni of Bowdoin fraternity chapters and awarded each February and June to the fraternity whose freshman delegation achieves the highest academic average for the previous Semester. (1938)

THE FACULTY DEVELOPMENT FUND

This fund, now amounting to approximately $202,718, was established by Charles Austin Cary, A.M., of the Class of 1910. The income from the fund is expended each year "for such purpose or purposes, to be recommended by the President and approved by the Governing Boards, as shall be deemed to be most effective in maintaining the calibre of the Faculty." These purposes may include, but not be limited to, support of individual research grants, or productive use of sabbatical leaves, added compensation for individual merit or distinguished accomplishment, and other incentives to encourage individual development of teaching capacity, and improvement of faculty salaries.

PHI BETA KAPPA

The Phi Beta Kappa Society, national honorary fraternity for the recognition and promotion of scholarship, was founded at the College of William and Mary in 1776. The Bowdoin Chapter (Alpha of Maine), the sixth in order of establishment, was founded in 1825. In addition to the nine charter members, 1,736 men have been elected to membership, of whom 631 are living.

Election to the society is on the basis of scholarly achievement, in estimating which, consideration is given primarily to grades in courses, secondarily (at graduation) to departmental honors. Elections may be held two times a year—in February and June. Candidates must have completed twenty-six semester units for College credit.

The officers of the Chapter for 1961-1962 are:

President, Noel Charlton Little, Ph.D., 1917.

Vice-President, Dan Edwin Christie, Ph.D., 1937.

Secretary-Treasurer, Nathan Dane, II, Ph.D., 1937.

Literary Committee: Seward Joseph Marsh, 1912, *Chairman;* Lawrence Lee Pelletier, Ph.D., 1936; Hugh Pendexter, III, A.B., 1946; Elmo Giordanetti, Ph.D., 1951; Philip Augustus Lee, Jr., A.B., 1956.

JAMES BOWDOIN DAY

Named in honor of the earliest patron of the College, James Bowdoin Day was instituted in 1941 to accord recognition to those undergraduates who distinguish themselves in scholarship. At a convocation of the entire College, the exercises consist of the announcement of awards, the presentation of books, a response by an undergraduate, and an address.

The James Bowdoin Scholarships, carrying no stipend, are awarded to undergraduates who have completed two Semesters' work, in recognition of a high average in their courses to date or of superior work in their major departments.

A book, bearing a replica of the early College bookplate serving to distinguish the James Bowdoin Collection in the Library, is presented to every undergraduate who has maintained an "A" record throughout two consecutive Semesters.

THE ALFRED O. GROSS FUND

This fund, established by Alfred Otto Gross, Ph.D., Sc.D., Josiah Little Professor of Natural Science, *Emeritus,* and members of his family, is designed to assist worthy students in doing special work in biology, preferably ornithology. Income from the fund may be used for such projects as research on Kent Island, travel to a given region or library for particular work, purchase of special apparatus, attendance at an ornithological congress or other scholarly gatherings, and publication of the results of research. Although the fund is administered by Bowdoin College, assistance from the fund is not limited to Bowdoin students.

FACULTY RESEARCH FUND

This fund, founded by the Class of 1928 on the occasion of its twenty-fifth anniversary, is open to additions from other classes and individuals. The interest from the Fund is used to help finance research projects carried on by members of the College Faculty.

THE UNDERGRADUATE RESEARCH FELLOWSHIP PROGRAM

The Undergraduate Research Fellowship Program was established by the Governing Boards upon the recommendation of the Faculty in June, 1959. Under this program, ten fellowships may be awarded annually to highly qualified seniors in all three major divisions of the curriculum: the Natural Sciences and Mathematics, the Social Sciences, and the Humanities. Each Fellow will participate, under the direction of a faculty member, in a research project in which that faculty member is independently interested.

The purpose of the program is to engage the Fellow directly and responsibly in a serious attempt to extend man's knowledge in his field of interest and competence. Each project to which a Fellow is assigned must therefore justify itself independently of the program as a potential contribution to knowledge, and the Fellow is expected to be an actual participant in the research and not, for example, a mere observer or helper. The nature of the project will differ from discipline to discipline, but all should give the Fellow first-hand acquaintance with productive scholarly work. Should the results of the research be published, the faculty member in charge of the work will acknowledge the contribution of the Fellow and of the program; and in some instances it may be appropriate that the Fellow be named as co-author of the publication.

The Fellows will be chosen each spring for the following academic year. Awards will be made on the basis of the candidate's academic record and departmental recommendation, his particular interests and competence, and the availability at the College of a research project commensurate with his talents and training. Acceptance of a Fellowship does not preclude working for Honors. Since the aim of the program is to give special training to especially gifted students, the financial need of a candidate will not enter into the awarding of the Fellowships; but Fellows are expected to refrain from all other part-time employment during the academic year.

LIST OF FELLOWS AND PROJECTS: 1961-1962

Biology

Thomas P. Skaling '62, "The Breeding Biology of Leach's Petrel, *oceanodroma leucorhea,* and the Savannah Sparrow, *passerculus sandwichensis*" (with Professor Charles Ellsworth Huntington).

Chemistry

Alan R. Baker '62, "The Construction of a Vapor Phase Chromatograph" (with Professor Gordon L. Hiebert).

Classics

William Cohen '62, "A Study of Propertius and Manilius" (with Professor Nathan Dane, II).

Government

Howard H. Dana '62, "Home Rule in Maine" (with Mr. James Wilson).

Peter J. Mone '62, "Maine Legislative Politics" (with Professor David B. Walker).

Physics

Michael B. Farmer '62, "Calculation of the Infrared Absorption Intensities of Certain of the Vibrational Modes of the Formate Ion" (with Professor Walter D. Jones).

Dwight H. Hall '62, "Magnetic and Optional Properties of Evaporated Films and Doped Crystals" (with Professor Myron A. Jeppesen).

Lawrence A. Heald '62, "Reflections of Acoustical Waves from a Corrugated Surface" (with Professor Elroy O. LaCasce).

Psychology

Bruce J. Richman '62, "Size and Distance Perception of Mental Defectives" (with Professor Dean A. Allen).

Religion

Norman B. Pierce, Jr., '62, "A Study of Albert Camus' *Metaphysique Chretienne et Neo-platonisme*" (with Professor William D. Geoghegan).

Degrees Conferred in 1961

BACHELOR OF ARTS

Louis Stephen Asekoff
Noel Frank Austin
Arthur Dwight Baldwin, Jr.
Seth Weaver Baldwin, II
David Kenneth Ballard
Robert Brown Barlow, Jr.
Joseph Ellery Baumann
John Temple Bayliss
David William Belka
Philip Beloin
Peter Bergholtz
David Ledlie Berry
David Bentley Boyd
John Wilson Bradford
Werner Brandes
*Ernest Conrad Leonard Bratt, III
†Malcolm Wayne Brawn
Charles Godding Bridge
Richard Wonson Brown ’56
*David Mason Carlisle
*William Alfred Chase, Jr.
William Anthony Christmas
John Preston Churchill
Richard Joseph Clarey
Robert Henry Clark ’60
David Libby Cole
Ronald Fred Cole
Cary Wayne Cooper
Richard Cornell
David Arthur Corsini
Dennis Michael Coughlin
Lyman Abbott Cousens, III
*Charles Wilbur Cross
John Cole Cummings
Malcolm Cushing
Charles Sylvester Cushman
Richard Mitchell Cutter
George Ricardo Del Prete
Paul Gregory Dickey
Norman John Dionne
Régis Jean-Francois Dognin
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William Small
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†Russell Bacon Wight, Jr.
Philip Stackpole Wilson '60
Charles Goddard Wing
Livingston Wright, Jr. '52
†Stephen Michael Zeoli

* Commissioned Second Lieutenant, United States Army Reserve, June 1961.

† To be commissioned Second Lieutenant, United States Army Reserve, upon completion of 1961 Army ROTC Summer Camp.

‡ Commissioned Second Lieutenant, United States Marine Corps Reserve, June 1961.

RECIPIENTS OF HONORARY DEGREES

Doctor of Humane Letters

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Doctor of Laws

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James Jeremiah Wadsworth
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Neal Woodside Allen
John Bowers Matthews

Appointments, Prizes, and Awards

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Stephen Edward Hays
John Sylvester Moore
Robert Henry Rubin
Herman Benjamin Segal
Charles Goddard Wing

Class of 1962

Alan Robert Baker
Lawrence Alfred Heald
William Stephen Piper
Christian Peter Potholm

HONORARY APPOINTMENTS, JUNE 10, 1961

Cum laude

Louis Stephen Asekoff
Robert Brown Barlow, Jr.
Richard Joseph Clarey
Richard Cornell
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Alexander David Parnie, Jr.
Sylvester Mason Pratt, Jr.
Robert Henry Rubin
Herman Benjamin Segal
William Barott Skelton
Douglas Clifford Smyth
James Henry Turner '58
Charles Goddard Wing

Honors in Subjects and Titles of Theses

Biology: *High Honors,* William Converse Preston, *The Breeding Biology of the Black Guillemot,* Cepphus grylle.

Honors, Charles Wilbur Cross, *A Study of Possible Seasonal Fluctuations in Populations of* Hydra littoralis.

Chemistry: *Honors,* Herman Benjamin Segal, *Chemical Mechanisms in the Formation and Hydrolysis of Esters with Special Reference to Benzoates of Cholesterol.*

David Cobb Taylor, *A Laboratory Investigation of the Properties of Argon under Electrical Excitation.*

Economics: *Honors,* David Herbert Mudarri, *Concentrations and Pricing Policies in the Automobile Industry.*

ENGLISH: *High Honors,* Louis Stephen Asekoff, *Toward Evaluating Robert Lowell: A Study of* Life Studies *as Confessional Poetry.*

Peter Warren Travis, *The Poetry of Wallace Stevens.*

GERMAN: *Honors,* Lionel Frederick Dubé, *Bertolt Brecht: A Monograph.*

GOVERNMENT: *Honors,* David Bentley Boyd, *The Law of Outer Space.*

Jonathan Church MacDonald, *Legal Aspects of the Federal Loyalty-Security Programs.*

Alexander David Parnie, Jr., *The Political Philosophy of the Muckrakers Embodied in* McClure's *and the* American Magazine.

David Murphy Smith, *The Social Philosophy of Walter Reuther.*

Peter Kent Spriggs, *Civil Liberties vis-a-vis Legislative Investigations of Seditious Activity: The Case of Dr. Willard Uphaus.*

HISTORY: *Honors,* Gerard Owen Haviland, *British Far Eastern Policy, 1937-1939.*

William Barott Skelton, *The United States and the Rhineland Occupation, 1918-1923.*

Douglas Clifford Smyth, *Russian and Chinese Imperialism in Mongolia, 1911-1924.*

Davison Duffield White, *The Coolidge and Halstead Missions to Austria, 1919.*

MATHEMATICS: *Honors,* Edward Michael Kaplan, *Modern Abstract Algebra: Fundamental Concepts and Theory.*

Theodore Ray Richards, *Jacobian Elliptic Functions.*

MUSIC: *Highest Honors,* Ronald Fred Cole, *The Development and Use of the Classical Concerto, First Movement Form.* Piano Recital. Soloist with Boston "Pops" Orchestra.

Stephen Edward Hays, *Shenandoah: A Musical Drama* (Book, Music, Lyrics, Direction).

High Honors, Robert Henry Rubin, Arranging and Conducting Orchestral Score for *Shenandoah.*

PHYSICS: *Highest Honors,* John Sylvester Moore, *The Raman and/or Infrared Spectra of Carbon Tetrachloride, Sodium Formate, Formamadine Hydrochloride and Tetramethylformamadine Perchlorate.*

Charles Goddard Wing, *A Gravity Survey of Casco Bay.*

High Honors, Robert Brown Barlow, Jr., *The Determination of Colloidal Gold Particle Size from Absorption Measurements.*

Honors, John Temple Bayliss, *Relativistic Electrodynamics.*

PSYCHOLOGY: *Honors,* Jesse Caldwell Leatherwood, *Personality and Aptitude.*

AWARDS

CHARLES CARROLL EVERETT SCHOLARSHIP: Richard Bardwell Lyman, Jr. '57.

HENRY W. LONGFELLOW GRADUATE SCHOLARSHIP: Daniel Gillmore Calder '60.

GALEN C. MOSES GRADUATE SCHOLARSHIP: John Sylvester Moore.

OTHER GRADUATE SCHOLARSHIP AWARDS:

From the CHARLES CARROLL EVERETT SCHOLARSHIP FUND: William Barott Skelton.

From the GUY CHARLES HOWARD SCHOLARSHIP FUND: Geoffrey Peter Murray, John Philip Weiss.

From the HENRY W. LONGFELLOW GRADUATE SCHOLARSHIP FUND: David Earle Foster '60, Robert Lane Hohlfelder '60.

From the O'BRIEN GRADUATE SCHOLARSHIP FUND: Lionel Frederick Dubé, Anthony Osborne Leach '60, Arthur Wagithuku Mungai.

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WOODROW WILSON NATIONAL FELLOWSHIPS: Stephen Edward Hays, John Paul Field '58.

BROWN MEMORIAL SCHOLARSHIPS: Herman Benjamin Segal, Paul James Burke '62, Arthur Montgomery Burton '63.

COMMENCEMENT PARTS: Louis Stephen Asekoff, Francis Herbert Fuller, Jonathan Church MacDonald, Stephen William Silverman.

GOODWIN COMMENCEMENT PRIZE: Louis Stephen Asekoff.

ALMON GOODWIN PHI BETA KAPPA PRIZE: Christian Peter Potholm '62.

GEORGE WOOD MCARTHUR PRIZE: John Sylvester Moore.

LEONARD A. PIERCE MEMORIAL PRIZE: Alexander David Parnie, Jr.

ANDREW ALLISON HALDANE CUP: Jon Hart Scarpino.

LUCIEN HOWE PRIZE SCHOLARSHIP FOR HIGH QUALITIES OF GENTLEMANLY CONDUCT AND CHARACTER: Ronald Fred Cole.

COL. WILLIAM HENRY OWEN PREMIUM: Samuel Whitney Elliot.

FRANKLIN DELANO ROOSEVELT CUP: William Stephen Piper '62.

CLASS MARSHALL: Malcolm Wayne Brawn.

LEA RUTH THUMIM BIBLICAL LITERATURE PRIZE: Arthur Harry Freedman '62.

COPELAND-GROSS BIOLOGY PRIZE: Charles Wilbur Cross.

PHILIP W. MESERVE PRIZE IN CHEMISTRY: Ian Munro Walker '62.

NOYES POLITICAL ECONOMY PRIZE: David Herbert Mudarri.

BROWN EXTEMPORANEOUS ENGLISH COMPOSITION PRIZE: 1st: Francis Herbert Fuller; 2nd: Peter Warren Travis.

HAWTHORNE PRIZE: 1st: James Edward Arntz; Honorable Mention: Benjamin Samuel Sandler.

DAVID SEWALL PREMIUM IN ENGLISH COMPOSITION: *(Poetry)* David Clifton Walker '64; *(Prose)* Thomas Frank Lockwood '64.

PRAY ENGLISH LITERATURE PRIZE: Louis Stephen Asekoff.

BERTRAM LOUIS SMITH, JR., PRIZE SCHOLARSHIP IN ENGLISH LITERATURE: James Ernest Fisher, Jr. '62.

BOWDOIN POETRY PRIZE: David Clifton Walker '64.

FORBES RICKARD, JR., POETRY PRIZE: 1st: John Andrew Kirkpatrick '63; Honorable Mention: David Clifton Walker '64.

EDGAR O. ACHORN DEBATING PRIZES: 1st: Jules Morris Lerner '62; 2nd: Philip Herman Hansen III '64; Team Award: Mark Eldar Goldberg '63, Philip Herman Hansen III '64.

DEALVA STANWOOD ALEXANDER DECLAMATION PRIZES: 1st: Leonidas Dimitri Condylis '64; 2nd: William Winlock Lannon '63.

BRADBURY DEBATING PRIZES: First Team: Mark Eldar Goldberg '63, Stephen William Silverman; Second Team: Nicholas Edward Monsour, Jules Morris Lerner '63.

CLASS OF 1868 PRIZE IN ORATORY: John Storer Lunt.

HILAND LOCKWOOD FAIRBANKS PRIZES IN PUBLIC SPEAKING: *(English 3-4)* Jeffrey Martin Lang '64; *(English 5)* Jules Morris Lerner '63; *(English 6)* Peter Charles Valente '62.

WILMOT BROOKINGS MITCHELL DEBATE TROPHY: Alpha Tau Omega Fraternity.

STANLEY PLUMMER PRIZE IN PUBLIC SPEAKING: 1st: Peter Charles Valente '62; Honorable Mention: Taneshiro Yamamoto '62.

GOODWIN FRENCH PRIZE: John Harrison Welwood '64.

SEWALL GREEK PRIZE: Joseph John Brogna, Jr. '63.

CLASS OF 1875 PRIZE IN AMERICAN HISTORY: Alexander David Parnie, Jr., William Barott Skelton.

HANNIBAL HAMLIN EMERY LATIN PRIZE: William Cohen '62.

SEWALL LATIN PRIZE: Lawrence Edward Lifson '63.

SMYTH MATHEMATICAL PRIZE: Stanley Richard Flagg '63.

SUMNER I. KIMBALL PRIZE FOR EXCELLENCE IN NATURAL SCIENCES: John Sylvester Moore.

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PHILO SHERMAN BENNETT PRIZE FOR BEST ESSAY ON PRINCIPLES OF FREE GOVERNMENT: David Bentley Boyd.

HORACE LORD PIPER PRIZE: Lawrence Edward Lifson '63.

JAMES BOWDOIN CUP: William Stephen Piper '62.

ORREN CHALMER HORMELL CUP: Frank Al Nicolai '63.

BOWDOIN ORIENT PRIZES: *(Editorial)* William Stephen Piper '62; *(News)* David Cameron McLean, Christopher Howland Pyle; *(Sports)* John Wolf Goldkrand '62; *(Business Management)* Richard Sparrow Pulsifer '62.

MASQUE AND GOWN ONE-ACT PLAY PRIZES: *(Playwriting)* 1st: Francis Herbert Fuller, 2nd: Floyd Barrington Barbour '60; *(Acting)* Karl-Dieter Bunting (Bowdoin Plan); *(Directing)* Henry Arthur Martin, Jr. '63; *(Designing)* William Winlock Lannon '63.

ABRAHAM GOLDBERG AWARD FOR DIRECTING: Stephen Edward Hays.

ALICE MERRILL MITCHELL AWARD FOR ACTING: Jesse Caldwell Leatherwood.

Quill Prize: David Clifton Walker '64.

The Pershing-Presnell Sword: David Bowden Humphrey.

The General Philoon Trophy: Sylvester Mason Pratt, Jr.

Reserve Officer Training Awards: William Alfred Chase, Jr., David Bowden Humphrey, Herbert Edward Koenigsbauer, Sylvester Mason Pratt, Jr., Gavin William Pilton '62, William Stephen Piper '62, Sherwood Daniel Silliman III '62, John Martin Merrill '63, Frank Al Nicolai '63, George Merrill Williams '63, John Felton Coffin '64, Philip Douglas Walls '64.

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Arthur Harry Freedman '62
John Wolf Goldkrand '62
Burton Nelson Haggort, Jr. '63
Robert Lewis Haggerty '62
Dwight Hubert Hall '62
Timothy Mitchell Hayes '63
Stephen Edward Hays '61
Lawrence Alfred Heald '62
Robert William Kaschub, Jr. '61
David Ernest King '61
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Lawrence Edward Lifson '63
Neil Kinney McElroy '61
John Park Meader '63
John Sylvester Moore '61
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Norman Brayton Pierce, Jr. '62
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VERMONT. *Convener and Council Member,* Robert D. Peakes '36, Star Route, Middlesex, Vermont.

WASHINGTON. *President,* Christopher Toole '08; *Council Member,* Prescott H. Pardoe '51; *Secretary,* Ernest A. Lister '37, 5614 Durbin Road, Bethesda 14, Maryland.

WORCESTER. *President,* Dr. Cecil C. McLaughlin '23; *Secretary and Council Member,* Cloyd E. Small '20, The Worcester Academy, Worcester 4, Massachusetts.

One of the principal sources of both endowment and income in recent years has been the Alumni; and the Alumni Fund, inaugurated in 1869 and reorganized in 1919, has contributed $1,328,491 for the capital needs of the College and a further sum of $1,687,180 for current expenses.

Name of Fund	*Donor or Source*
DeAlva Stanwood Alexander	DeAlva Stanwood Alexander, 1870
Royal H. Bodwell, 1901	Guy P. Gannett and G. E. Macomber
Bion Bradbury, 1830, Albert Williams Bradbury, 1860, and Charles Freeman Libby, 1864	Mrs. Charles F. Libby
John Marshall Brown, 1860	Mrs. Harold L. Berry, Violetta Berry, Martha Berry, and Mrs. Herbert Payson
Clarence B. Burleigh, 1887	Edgar L. Means, 1887
Donald Campbell Clark, 1884	Mrs. Donald Clark
James Crosby, 1884	Mrs. Allan Woodcock
Miss L. Augusta Curtis	Mrs. William J. Curtis
Dr. Jotham Donnell, 1836	William C. Donnell and Jotham Donnell Pierce
Kimball Fisher, 1824	Mrs. William H. Fisher
Enoch Foster, 1864, and Robert C. Foster, 1901	Mrs. Sarah W. Foster
Dr. Frederic Henry Gerrish, 1866	Mrs. Frederic H. Gerrish
Leonard Gibson, 1914	Mrs. C. S. Brown
H. P. Godfrey	Mrs. Abbie P. Godfrey
Clarence Hale	Clarence Hale, 1869
Charles Boardman Hawes, 1911	Mrs. Charles B. Hawes
Benjamin W. Hewes, 1875	Mrs. Frederick A. Powers

Name of Fund	*Donor or Source*
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Ella M. Ingraham	William M. Ingraham, 1895
Howard R. Ives, 1898	Mrs. Howard R. Ives, Howard R. Ives, Jr., and Charles L. Ives
George Edwin Bartol Jackson, 1849	Margaret T. White and Elizabeth D. Merrill
Sarah Orne Jewett and William DeWitt Hyde	Margaret B. Morton
George B. Kenniston, 1861	Austin H. MacCormick, 1915
George W. McArthur, 1893	Lena B. McArthur
James Thomas McCobb, 1829	Harriet S. and Mary S. McCobb
Frances McKeen	Margaret B. Morton
George B. Merrill, 1876, and Ferdinand B. Merrill, 1881	Eva M. Conant
Eugene T. Minott, 1898	Alice and Abbie Minott
Dr. Alfred Mitchell, 1859	Dr. Alfred Mitchell, Jr., 1895
Galen C. Moses, 1856	Mrs. Emma H. Moses
Franklin C. Payson	Franklin C. Payson, 1876
George S. Payson, 1880	Mrs. George S. Payson
Henry S. Payson, 1881	Mrs. Alexander Gordon and Mrs. Henry M. Payson
Richard C. Payson, 1893	Mrs. Richard C. Payson
Edward T. Pickard, 1910	Gertrude G. Pickard
Lewis Pierce, 1852	Henry Hill Pierce, 1896
Charles A. Ring, 1868	Mrs. Charles A. Ring
Mrs. Ernest A. Robbins	Cora A. Robbins
Charles W. Roberts, 1851	Jane P. Roberts
Franklin C. Robinson, 1873	Mrs. Franklin C. Robinson
Samuel Silsbee, 1837	Robina S. Smith
Parker P. Simmons, 1875	John S. Simmons, 1909, and Wallace M. Powers, 1904
Richard E. Simpson, 1914	Scott C. W. Simpson, 1903, and wife
Frank Eugene Smith, 1881	Mrs. Charles H. Gilman
Woodbury Dana Swan	Frank H. Swan, 1898, and wife
Henry W. Swasey, 1865	Mrs. Henry W. Swasey
Harold C. Trott, 1904	Mrs. Alfred Trott, 2nd
John Edwin Walker, Med. 1884	Mrs. John E. Walker
George Webster, 1859	Mary L. Webster
Frank J. Weed, 1907	Mrs. Harriet A. Weed
Paul L. White, 1914	Mrs. Paul L. White
Franklin A. Wilson, 1854	Caroline S. Wilson

Name of Fund	*Donor or Source*
Virgil C. Wilson, 1880	Harry Wilson
Earl Wood, 1892	Mr. and Mrs. Charles H. Wood
Malcolm S. Woodbury, 1903	Mrs. Malcolm S. Woodbury
Cyrus Woodman, 1836	Mary Woodman

THE ALUMNI SERVICE AWARD

First established in 1932 as the Alumni Achievement Award and changed in name to the Alumni Service Award in 1953, this award is made annually to the man who, in the opinion of his fellow alumni, as expressed by the Alumni Council, best represents the alumnus whose services to Bowdoin most deserve recognition.

The recipients for the last ten years have been:

1952	Arthur Chapman '94
1953	Frank C. Evans '10
1954	Kendrick Burns '14
1955	Cloyd E. Small '20
1956	Leland W. Hovey '26
1957	John W. Leydon '07
1958	Seward J. Marsh '12 and Malcolm E. Morrell '24
1959	S. Sewall Webster '10
1960	Charles A. Cary '10
1961	Frederick W. Willey '17

ALUMNI RECORD

The College wishes to have the most complete record possible of the addresses, occupations, and public services of its alumni. It solicits information in regard to these points as well as to matters appropriate to the *Bowdoin Alumnus,* the bimonthly alumni magazine, published at the College.

Communications should be addressed to the Alumni Secretary, Getchell House, Brunswick, Maine. Alumni are particularly urged to keep the Alumni Office informed of any changes of address.

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Appendix

Directory of Students

Class of 1962

Class of 1963

Class of 1964

Class of 1965

Special Students

Candidates for the Master of Arts Degree in the 1961-1962 Academic Year Institute in Mathematics supported by the National Science Foundation

Student Enrolled in the Bowdoin-M.I.T. Two-Degree Plan

ENROLLMENT BY CLASSES AND STATES

Directory of Students

Fall 1961 Semester

Seniors: Class of 1962

Ackerson, Thorsten Eugene	*Washington, D. C.*	181 Maine St.
Adams, John Frederick, Jr.	*Dixfield*	21 Coleman
Alvino, Daniel Walter, Jr.	*North Grafton, Mass.*	21 Winthrop
Ansong, Kwadwo	*Accra, Ghana, W. A.*	ΒΘΠ House
Armstrong, Robert Rowe	*Saco*	13 Moore
Augustini, Joseph Alfred	*Natick, Mass.*	ΣΝ House
Bacon, Kendall Francis	*Belmont, Mass.*	ΖΨ House
Baker, Alan Robert	*Great Neck, N. Y.*	15 Coleman
Barnes, Wayne Clifton, Jr.	*Springfield, Mass.*	ΑΤΩ House
Barten, Thomas Peter	*Needham, Mass.*	ΒΘΠ House
Bean, James Stevens	*Sea Cliff, N. Y.*	ΔΚΕ House
Beatty, Fred Fairchild	*Arlington, Mass.*	21 Appleton
Beaulieu, Roderic Aldege	*West Hartford, Conn.*	9 Moore
Beekley, William Harvey	*Scarsdale, N. Y.*	ΘΔΧ House
Beggs, George Eaton '59	*Osterville, Mass.*	30 Boody St.
Benfield, Richard Ernest	*East Williston, N. Y.*	ΣΝ House
Bertholf, Robert John	*Philadelphia, Penna.*	ΨΥ House
Bickford, Lawrence Clark '61	*Cheshire, Mass.*	16 Page St.
Blake, James Marchbank '60	*Bethlehem, Penna.*	261 Maine St.
Blatz, Edward Nils	*Freeport, N. Y.*	ΧΨ Lodge
Blodgett, Douglas Paul	*Portland*	ΒΘΠ House
Blouin, Denault Martindale	*South Berwick*	7 Potter St.
Boulter, Philip Ross	*Concord, N. H.*	ΔΣ House
Briggs, Robert David	*Belfast*	ΑΤΩ House
Buckley, Michael Francis	*Portland, Conn.*	ΔΣ House
Burke, Paul James	*Portland*	11 Coleman
Burleigh, Reginald Eugene	*Caribou*	ΑΡΥ House
Burnett, Robert Douglass	*Schenectady, N. Y.*	181 Maine St.
Burns, Bruce Allan	*Great Neck, N. Y.*	9 Coleman
Burt, Charles David	*Waban, Mass.*	ΘΔΧ House
Callahan, Edward John	*Peabody, Mass.*	Dudley Coe Infirmary
Chaffee, Robert Throckmorton	*New York, N. Y.*	ΖΨ House
Christopher, George Moffat	*Windsor, Conn.*	ΑΤΩ House
Clark, Terry Nichols	*Old Greenwich, Conn.*	ΑΔΦ House
Cleaves, Craig Morrison	*Darien, Conn.*	ΨΥ House

Cochran, James Goff	*Darien, Conn.*	ΨΥ House
Coffin, Stephen Ernest	*Northeast Harbor*	ΔΚΕ House
Cohen, Daniel Joseph	*Wilmington, Del.*	ΔΚΕ House
Cohen, William	*Bangor*	28 College St.
Coletti, Gerard Michael	*Beverly, Mass.*	D Coleman
Constantino, Paul Ralph	*Medford, Mass.*	ΚΣ House
Corrigan, Gerald Peter	*Brunswick*	Mere Pt. Rd.
Craig, John Eldon	*Montreal, Quebec, Canada*	82 Federal St.
Cunningham, William James	*Paxton, Mass.*	ΨΥ House
Curtis, Theodore Small, Jr.	*Orono*	11 Hyde
Dana, Howard Hinkley, Jr.	*West Barrington, R. I.*	ΖΨ House
Davis, Walter Etchells	*Easley, S. C.*	Swimming Pool
DeMelle, Arthur William	*Natick, Mass.*	ΣΝ House
Devereux, Charles Warren, II	*Summit, N. J.*	B Coleman
DiGirolamo, Frank Salvatore	*Roxbury, Mass.*	7 Appleton
Dudas, Laszlo	*Bangor*	7 Winthrop
Duncan, Robert Merrill, Jr. '61	*Port Washington, N. Y.*	17 Coleman
Eastman, Harvey Wilson	*Livermore Falls*	21 Winthrop
Eccleston, Thomas, III	*Pascoag, R. I.*	ΣΝ House
Evans, David Fox	*Cranston, R. I.*	ΨΥ House
Evans, Edward Norton	*Montreal, Quebec, Canada*	181 Maine St.
Famiglietti, Ronald Francis	*Walpole, Mass.*	7 Moore
Farmer, Michael Barry	*Malden, Mass.*	22 Hyde
Fernald, David Ralph	*Pittsfield*	ΨΥ House
Ferrell, Robert Willingham, Jr.	*Toledo, Ohio*	261 Maine St.
Field, Frederick Peter	*West Barnstable, Mass.*	Church Rd.
Finch, Boyd	*Hamden, Conn.*	3 Coleman
Fisher, James Ernest, Jr.	*Waterville*	ΒΘΠ House
Fleck, Richard Carl, Jr. '58	*Lincoln, Mass.*	ΘΔΧ House
Fleming, James Mingle	*Wilmington, Del.*	ΖΨ House
Francoeur, Gerard Emile, Jr.	*Portland*	264 State St., Portland
Freedman, Arthur Harry	*Brookline, Mass.*	ΑΡΥ House
Freeman, Robert Laurier, Jr.	*Worcester, Mass.*	ΔΣ House
Galler, Richard Merrill	*Winthrop, Mass.*	ΑΡΥ House
Garland, Charles Preston	*Saco*	ΨΥ House
Garland, James Fox	*Conway, N. H.*	ΑΔΦ House
Giese, Gregg Ramshaw	*Coral Gables, Fla.*	ΒΘΠ House
Gillies, William Browne, III	*Pittsburgh, Penna.*	ΒΘΠ House
Ginsburg, Steven Michael	*Swampscott, Mass.*	ΑΡΥ House
Glidden, William Barnes	*Eliot*	17 Coleman

Goldkrand, John Wolf	*Brookline, Mass.*	ΑΡΥ House
Greason, Earl Spencer, III	*Darien, Conn.*	ΑΔΦ House
Greeley, Warren Kimball	*Lexington, Mass.*	181 Maine St.
Gundara, Jagdish Singh	*Nairobi, Kenya, B. East Africa*	ΑΔΦ House
Haggerty, Robert Louis	*Hackensack, N. J.*	232 Maine St.
Hall, Dwight Hubert	*South Paris*	ΑΡΥ House
Hall, Howard John	*Lowell, Mass.*	ΚΣ House
Harris, Hugh Raymond	*Chicago, Ill.*	25 Appleton
Hastings, Donald Winslow	*Mahopac, N. Y.*	ΧΨ Lodge
Heald, Lawrence Alfred	*Waterville*	232 Maine St.
Heggenhougen, Harald Kristian	*Livingston, N. J.*	7 Potter St.
Henneberry, Robert Milne '61	*Salem, Mass.*	23 McKeen St.
Hepburn, James Peter	*Milton, Mass.*	2A Potter St.
Hill, Frederic Batchelder	*Bedford, N. H.*	ΨΥ House
Hilyard, Stevens Woods	*Summit, N. J.*	ΑΔΦ House
Hoisington, Thomas Henry	*Derry, N. H.*	169 Park Row
Holland, Thomas Wilmer, Jr.	*Buffalo, N. Y.*	82 Federal St.
Hope, Peter Randall	*Pemaquid*	ΔΣ House
Horn, Richard Emil	*Carle Place, N. Y.*	82 Federal St.
Hunt, Spencer Claude	*Claymont, Del.*	47 Page St.
Huston, John Haines	*Georgetown, Mass.*	28 College St.
Iverson, Andrew Percy, Jr.	*Portland*	7 Coleman
Jelly, Donald Babson	*Danvers, Mass.*	ΣΝ House
Jordan, Frederick Briggs	*West Poland*	ΘΔΧ House
Judson, Kenneth Neil '59	*Auburn*	4 Elm St.
Karofsky, Peter Stuart	*Brookline, Mass.*	ΑΡΥ House
King, David Ernest '61	*North Anson*	16 Coleman
Klingaman, David Bennett	*Albany, N. Y.*	ΑΔΦ House
Kyrouz, Thomas Joseph	*Gloucester, Mass.*	82 Federal St.
Ladd, Richard Bessom	*North Scituate, Mass.*	ΚΣ House
Lee, Leonard Coleman	*Portland*	ΔΚΕ House
Levy, Norman Louis '57	*Wiscasset*	Montsweag Rd., Wiscasset
Lippert, Phillip Stephen	*New Canaan, Conn.*	261 Maine St.
Livingston, Bayard Urquhart, IV	*Roslindale, Mass.*	ΑΔΦ House
Logan, Donald Stuart	*Springfield, Ohio*	ΨΥ House
Love, Cornelius Ruxton, III	*Goshen, N. Y.*	ΘΔΧ House
Luce, David William	*West Boylston, Mass.*	ΔΚΕ House
Macdonald, Roy Carlton, Jr.	*Cohasset, Mass.*	21 Appleton
McGuire, Peter Frederick	*Shrewsbury, Mass.*	ΔΣ House
McKenney, Dean Brinton	*Darien, Conn.*	ΧΨ Lodge

McSweeny, Bryan Joseph	*Brockton, Mass.*	ZΨ House
Magee, Granville David	*Manasquan, N. J.*	ZΨ House
Malmfeldt, James Parse	*West Hartford, Conn.*	ATΩ House
Mancini, Francis Sabatino	*Dorchester, Mass.*	13 Coleman
Marble, Jerome Waldron	*Dixfield*	BΘΠ House
Martindale, William Bennett	*Harrisburg, Penna.*	ΘΔX House
Merrill, Richard Hosmer	*Pittsfield, Mass.*	XΨ Lodge
Merriman, Marcus Homer	*Grand Lake Stream*	7 Potter St.
Meyer, Peter Edward	*Newton, Mass.*	R. F. D. 1, Box J, McKeen Dr.
Millar, Robert Haines	*Waterbury, Conn.*	ΔΣ House
Miller, Ralph Lemuel '57	*Portland*	135 Pleasant St.
Milliken, Jeffrey Allan	*Westbrook*	ΨY House
Millman, Neil Lewis	*Lynn, Mass.*	7 Maine
Mone, Peter John	*East Douglas, Mass.*	8 Coleman
Morse, Dexter Paul	*Winchester, Mass.*	256 Maine St.
Needham, Robert Hyde '61	*Needham, Mass.*	BΘΠ House
Nickerson, Stanley Monroe	*Millinocket*	ΣN House
O'Brien, Patrick James	*Lowell, Mass.*	KΣ House
O'Donnell, Kenan William	*Dorchester, Mass.*	ZΨ House
Ossolinski, John Paul	*Chicopee, Mass.*	BΘΠ House
Panteleakos, Michael Stephen	*Biddeford*	22 Hyde
Parker, Donald Neil	*Elmwood, Conn.*	2A Potter St.
Perrine, Charles Henry	*Bala-Cynwyd, Penna.*	ΣN House
Pierce, Norman Brayton, Jr.	*New Bedford, Mass.*	ATΩ House
Pike, Asa Osgood, IV '61	*Fryeburg*	ZΨ House
Pilton, Gavin William	*Edgewood, R. I.*	ΣN House
Piper, William Stephen	*Worcester, Mass.*	ΔΣ House
Polederos, Steven George	*Pawtucket, R. I.*	XΨ Lodge
Pomerleau, Ovid Felix, Jr.	*Waterville*	7 Potter St.
Pompeo, Roger Arthur	*Cohasset, Mass.*	13 Coleman
Potholm, Christian Peter	*Niantic, Conn.*	ΨY House
Priestly, Robert Andrew	*Topsham*	19 Elm St., Topsham
Prince, Allen Hallowell	*Framingham, Mass.*	ΨY House
Pulsifer, Richard Sparrow	*Brunswick*	270 Maine St.
Ray, Benjamin Caleb	*Cape Elizabeth*	78 Spring St.
Rex, John	*Mount Kisco, N. Y.*	23 McKeen St.
Reynolds, John William '61	*Wethersfield, Conn.*	ΨY House
Rice, John Giltner	*Phoenix, Ariz.*	ΔΣ House
Richman, Bruce Jack	*Lynn, Mass.*	9 Moore
Riefler, Roger Frank	*Freeport, N. Y.*	XΨ Lodge
Riseman, Paul Robert	*Brookline, Mass.*	7 Maine
Roach, Robert Alton '60	*Clymer, Penna.*	70 Federal St.

Robarts, John Tremaine	*Marblehead, Mass.*	222 Maine St.
Roberts, David Llewellyn	*New York, N. Y.*	ΑΤΩ House
Robinson, Paul Courtney	*Damariscotta*	B Coleman
Rollinson, Frederick Burnham, II	*Chatham, N. J.*	25½ Federal St.
Rosenfeld, Arnold Richard	*Waltham, Mass.*	ΚΣ House
Rousseau, Denis Lawrence	*Franklin, N. H.*	ΔΣ House
Sack, John Thomas	*Villanova, Penna.*	ΑΔΦ House
Sampson, Schuyler Sargent, Jr.	*Portland*	222 Maine St.
Saunders, Glenn Ray	*North Conway, N. H.*	ΑΔΦ House
Sawyer, Richard George	*Augusta*	ΚΣ House
Schoenwald, Lawrence Jay	*Denver, Colo.*	ΒΘΠ House
Sewall, Tingey Haig	*New York, N. Y.*	26 Boody St.
Shea, David Harold	*Hamden, Conn.*	ΒΘΠ House
Sherman, Michael Hugh	*Miami Beach, Fla.*	20 Hyde
Sherwood, David Robert	*Tewksbury, Mass.*	43 Boody St.
Sibson, Albert James	*Portland*	ΘΔΧ House
Silliman, Sherwood Daniel, III	*Hempstead, N. Y.*	ΔΣ House
Simpson, Eugene Philip Adams, Jr.	*Taunton, Mass.*	7 Appleton
Skaling, Thomas Peter	*Brunswick*	Mere Pt. Rd.
Slotsky, Reuben David	*Portland*	ΑΡΥ House
Smith, James Bigelow, Jr.	*Needham, Mass.*	13 Moore
Smith, Lawrence Crosby	*West Hartford, Conn.*	ΧΨ Lodge
Smith, Robert Peter	*Brookline, Mass.*	232 Maine St.
Speleotis, Charles John	*Peabody, Mass.*	21 Maine
Stone, Roger Kimball	*Marblehead, Mass.*	ΔΚΕ House
Story, Jonathan, III	*North Scituate, Mass.*	ΚΣ House
Stowell, Newton Stanley, III	*Dixfield*	7 Moore
Stuart, Richard Sadler	*Brunswick*	272 Maine St.
Sussman, Michael Howard	*Kearny, N. J.*	ΖΨ House
Sweeney, John Ferran, Jr.	*Ravena, N. Y.*	ΨΥ House
Swift, John Luther	*South Orange, N. J.*	27 McKeen St.
Terwilliger, Robert Chapman, Jr.	*West Hartford, Conn.*	ΔΚΕ House
Tilton, Curtis Adair	*Dobbs Ferry, N. Y.*	232 Maine St.
Titus, Alan Richard	*Warwick, R. I.*	82 Federal St.
Tower, Stephen Edward	*Fairfield, Conn.*	10 Boody St.
Valente, Peter Charles	*New York, N. Y.*	15 Coleman
Von Mertens, Carl Pillsbury	*Weston, Mass.*	ΨΥ House
Wagner, Jonathan Frederick	*Aurora, Ohio*	25 Appleton
Walker, Ian Munro	*Wellesley, Mass.*	ΑΤΩ House
Wallace, Anthony McBride '61	*Palisades, N. Y.*	28 College St.

Watters, John Nickerson '60	*Weston, Mass.*	ΔKE House
Webster, Peter Bridgman	*Wakefield, Mass.*	KΣ House
Welch, Edward Alfred, Jr. '61	*West Newton, Mass.*	ZΨ House
Werle, Richard Edwin '61	*Erie, Penna.*	29 Boody St.
Weston, Paul Jay	*Cincinnati, Ohio*	BΘΠ House
Whelan, Robert Emmett	*Plainville, Conn.*	21 Moore
Woollacott, Sidney Walter	*Fitchburg, Mass.*	5 Potter St.
Wyman, John Kennedy	*Weston, Mass.*	ΨY House
Yamamoto, Taneshiro	*Yokohama, Japan*	ΑΡΥ House
Youmans, Mark Richmond	*Schenectady, N. Y.*	8 Hyde
Zatkin, Gilbert Ezekiel	*Forest Hills, N. Y.*	ΑΡΥ House

Fall 1961 Semester

Juniors: Class of 1963

Abbott, John Hayden	*Houlton*	ΔKE House
Adams, Wayne Thomas	*Kennebunkport*	ΘΔX House
Allen, Andrew Laing	*Freeport*	ZΨ House
Allen, Park West, II	*Suffield, Conn.*	ΔΣ House
Altman, Michael Lawrence	*Chestnut Hill, Mass.*	31 Coleman
Anderson, Charles Elton	*Somerville, Mass.*	16 Hyde
Anderson, Wayne Gamage '59	*Damariscotta*	61 Jordan Ave.
Antolini, Anthony Frederick	*New York, N. Y.*	76 Federal St.
Arnold, John Nelson	*Dover-Foxcroft*	ATΩ House
Bachman, Robert Ellis	*Braintree, Mass.*	ATΩ House
Bartlett, David Loomis	*Wellesley, Mass.*	BΘΠ House
Beal, Raymond Eugene '59	*Milbridge*	6 Potter St.
Beal, Richard Frank	*Ellsworth*	KΣ House
Berghoff, William Joseph	*Bridgeville, Penna.*	ΔΣ House
Berry, Walter Edward	*Waterville*	XΨ Lodge
Berte, Aldino Paul	*Framingham, Mass.*	16 Appleton
Best, Peter Frederick	*Riverside, Conn.*	ΔΣ House
Bisset, William Joseph	*Hudson, Mass.*	BΘΠ House
Bloom, Donald Allen	*Worcester, Mass.*	XΨ Lodge
Botelho, Jonathan Alan	*Fairhaven, Mass.*	ATΩ House
Boyer, Leigh Richards	*Richmond*	31 Appleton
Bradner, James Holland, Jr.	*Lakewood, Ohio*	10 Hyde
Branson, Sidney Robert, Jr.	*South Windham*	5 Coleman
Bridge, Samuel George, Jr.	*Louisville, Ky.*	ΔKE House
Briggs, Kenneth Arthur	*Gardner, Mass.*	A Coleman
Brodeur, Paul Henri	*Ludlow, Mass.*	ΔKE House
Brogna, Joseph John, Jr.	*Boston, Mass.*	KΣ House

Brown, Donald Edward	*Falls Church, Va.*	ΘΔΧ House
Brown, Ralph Frederick, Jr.	*Bath*	ΔΣ House
Brucksch, William Frederick, III	*North Caldwell, N. J.*	232 Maine St.
Bucklin, Dexter David '62	*Brunswick*	R3 Brunswick Apts.
Burton, Arthur Montgomery, Jr.	*Portland*	26 Deering St., Portland
Cary, George Foster, III	*Bath*	ΔΚΕ House
Chapman, William Edwards, II	*Philadelphia, Penna.*	ΑΔΦ House
Ciaccio, Frank Robert	*Fresh Meadows, N. Y.*	ΧΨ Lodge
Cilley, Charles Somers	*Marblehead, Mass.*	2 Coleman
Coelho, Philip Robert Pires	*Rumford, R. I.*	7 Winthrop
Collins, David Stuart	*Butler, N. J.*	ΑΤΩ House
Coots, James Harold	*Brockton, Mass.*	Swimming Pool
Crabtree, Steven Howard	*Needham, Mass.*	ΒΘΠ House
Cunningham, Richard Clark	*Beverly, Mass.*	ΔΣ House
Cushman, Samuel Wright	*Worthington, Ohio*	23 Coleman
Day, Michael Peter	*Rumford*	ΨΥ House
Deeks, Peter Kingston	*Wethersfield, Conn.*	82 Federal St.
de la Fe, Frank Arthur	*Miami, Fla.*	43 Boody St.
De Moss, David Joseph	*Scituate, Mass.*	ΔΚΕ House
DeVivo, David Thurston '62	*Everett, Mass.*	181 Maine St.
Dorogi, Louis Theodore	*Freeport*	149 Main St., Freeport
Dowling, Robert Giles, III	*Hyannis, Mass.*	ΔΚΕ House
Edwards, Robert Kay '59	*Bridgton*	71 Cumberland St.
Eller, Stephen Barrie '62	*Pittsburgh, Penna.*	ΧΨ Lodge
Engels, Richard Charles	*Rochester, N. Y.*	ΔΚΕ House
Erlich, Steven Roger	*Swampscott, Mass.*	ΑΡΥ House
Farr, Richard Sheldon	*Reeds Ferry, N. H.*	ΧΨ Lodge
Fay, Robert Carl	*Sterling Junction, Mass.*	ΑΤΩ House
Feiertag, Terry Yale	*South Orange, N. J.*	ΑΡΥ House
Flagg, Charles Fobes, 2nd	*Portland*	ΑΔΦ House
Flagg, Stanley Richard	*Waldoboro*	24 Coleman
Ford, Robert Hudson	*Woonsocket, R. I.*	226 Maine St.
Foster, Robert Chapman, III '58	*Newtonville, Mass.*	185 Maine St.
Fowler, Donald Austin, Jr.	*Cape Elizabeth*	ΚΣ House
Frary, Joseph Palmer '61	*Farmington*	ΑΤΩ House
Frary, Thomas Creswell, Jr.	*Marblehead, Mass.*	E Coleman
Friedman, Robert Martin	*Maplewood, N. J.*	29 Coleman
Frost, Bruce Wesley	*Brunswick*	38 Thompson St.
Geffine, William Stephens, Jr.	*Bay Village, Ohio*	9 Coleman

Giacobbe, Thomas Joseph	*Fair Lawn, N. J.*	15 Winthrop
Gibney, Jon Michael	*Tomkins Cove, N. Y.*	ΒΘΠ House
Goldberg, Mark Eldar	*Auburn*	ΑΤΩ House
Goldthwait, John Sanders	*Bar Harbor*	ΖΨ House
Gordon, Joseph Stuart	*South Portland*	ΑΡΥ House
Graustein, John Archer	*Fryeburg*	2 Coleman
Gray, Samuel Braley, III	*Old Town*	3 Coleman
Greene, Peter Bradford	*Newton Centre, Mass.*	ΑΤΩ House
Grossman, Peter Hanan	*Westport, Conn.*	ΘΔΧ House
Haggett, Burton Nelson, Jr.	*South Portland*	10 Coleman
Halloran, William Dennis, II	*Presque Isle*	C Coleman
Halperin, John William	*Chicago, Ill.*	ΣΝ House
Hand, Stephen Burdick	*Scarsdale, N. Y.*	ΧΨ Lodge
Hayes, Timothy Mitchell	*Cranford, N. J.*	11 Coleman
Hickey, Lawrence Joseph	*Camden*	256 Maine St.
Higgins, William Harvey	*Bangor*	15 Winthrop
Howard, Joel Glen	*Brunswick*	14 Morse Court
Hubley, Paul David	*Winthrop, Mass.*	A Coleman
Hurley, Philip Charles	*Ellsworth*	10 Moore
Janas, Frank Stanley	*Lowell, Mass.*	ΚΣ House
Jenkins, Barrett Eugene	*Falmouth*	Moulton Union
Jewell, Asa Hickman, Jr.	*Franklin, Tenn.*	ΚΣ House
Johnson, Leonard Edlind, Jr.	*Warwick, R. I.*	ΣΝ House
Kalpakgian, Mitchell Arthur	*Milford, Mass.*	16 Coleman
Keeley, James Edward	*Fall River, Mass.*	23 Moore
Kerievsky, Stuart Owen	*North Bellmore, N. Y.*	5 Coleman
Kilgore, Peter Thomas	*Portland*	ΨΥ House
Kirkpatrick, John Andrew	*Augusta*	232 Maine St.
Knudsen, Lewis Frederick, Jr.	*Bloomington, Minn.*	ΔΚΕ House
Korper, Leslie Earle, II	*South Glastonbury, Conn.*	ΔΚΕ House
Krasker, Gerald	*Marblehead, Mass.*	3 Hyde
Kruse, William Albert	*Wilmington, Del.*	ΘΔΧ House
Labbe, Marcel Adrien	*Madison*	ΔΣ House
LaCasse, John Arthur	*Skowhegan*	ΒΘΠ House
Ladd, Samuel Appleton, III	*Brunswick*	ΖΨ House
Lannon, William Winlock	*New York, N. Y.*	16 Page St.
Lawson, John Robert	*Granby, Conn.*	ΑΔΦ House
Leach, Charles Perkins '62	*Yarmouth*	ΨΥ House
Lee, Stephen Durant	*Bath*	ΔΚΕ House
Leonard, Bruce Nelson	*Roseland, N. J.*	27 McKeen St.
Lerner, Jules Morris	*Englewood, N. J.*	ΑΤΩ House

Levine, Howard Alan	*Newton Highlands, Mass.*	10 Boody St.
Levinson, Gerald Bernard	*Brookline, Mass.*	ΑΡΥ House
Lifson, Lawrence Edward	*Everett, Mass.*	22 Coleman
Lippman, Lawrence Michael	*Hewlett Harbor, L. I., N. Y.*	ΔΣ House
McGray, Bruce Wendell	*Pleasantville, N. Y.*	ΔΣ House
McKane, Joseph Hamilton	*Marblehead, Mass.*	3 Hyde
MacMichael, James Edward	*Pittsfield*	ΧΨ Lodge
Mallory, Robert, IV	*Rye, N. Y.*	ΘΔΧ House
Martin, Henry Arthur, Jr.	*Yeadon, Penna.*	10 Boody St.
Martin, John Kennard	*Manchester, N. H.*	14 Coleman
Mason, William Robert, 3rd	*Needham, Mass.*	E Coleman
Meader, John Park	*Rochester, N. H.*	16 Page St.
Menz, William Paul	*Newington, Conn.*	Apt. 5, 25 Federal St.
Merdek, Alan Edward	*Portland*	47 Page St.
Merrill, John Martin	*Exeter, N. H.*	ΖΨ House
Micoleau, Charles Judd	*Pleasantville, N. Y.*	ΧΨ Lodge
Miller, Lawrence Whitfield	*West Hartford, Conn.*	ΑΔΦ House
Milo, John Francis, Jr.	*Swampscott, Mass.*	ΚΣ House
Moore, Stephen Edward	*South Lincoln, Mass.*	ΔΚΕ House
Mudge, Richard Clayton	*Pennington, N. J.*	26 Appleton
Murphy, Blaine Gregory	*Saco*	6 Appleton
Nagel, Albert Frederick	*Hanover, Mass.*	ΖΨ House
Nash, William Gray	*Providence, R. I.*	1 Coleman
Newman, Frederic Soper, Jr.	*Bangor*	1 Moore
Nicolai, Frank Al	*Stewart Manor, L. I., N. Y.*	ΣΝ House
North, Philip Dwight	*Princeton, N. J.*	ΔΣ House
Olson, Robert Warren	*Beloit, Wis.*	20 Maine
Page, Robert Hulme	*Caribou*	2 Potter St.
Parker, Bruce Edmund	*Lancaster, N. H.*	ΖΨ House
Paul, Anthony Martin '62	*Shaker Heights, Ohio*	71 Federal St.
Plummer, Robert Harry	*Rockland*	ΑΤΩ House
Potter, John Denny, Jr.	*Linden, N. J.*	3 Moore
Powers, Neville Anthony '62	*York Harbor*	71 Federal St.
Pratt, Richard Charles	*Newburyport, Mass.*	21 Moore
Proulx, Richard Roland	*Sanford*	10 Coleman
Quinlan, Paul Michael	*Wakefield, Mass.*	ΚΣ House
Rancourt, James Daniel	*Waterville*	ΑΤΩ House
Raymond, Allan Russell	*Hampton, N. H.*	16 Hyde
Reck, Joel Marvin	*Worcester, Mass.*	ΑΡΥ House

Reed, David William	*Wakefield, Mass.*	ΚΣ House
Reynolds, James Farrin	*Bar Harbor*	ΘΔΧ House
Ricciardi, Raymond Joseph	*Hamden, Conn.*	ΒΘΠ House
Rice, William Louis	*Scarsdale, N. Y.*	19 Coleman
Richmond, Michael David	*Malden, Mass.*	27 Coleman
Ridlon, John Melville	*Pittsburgh, Penna.*	76 Federal St.
Rindler, Edward Paul	*Lowell, Mass.*	32 Hyde
Rines, William Brian	*Gardiner*	ΔΣ House
Robinson, Norman William	*Worcester, Mass.*	ΑΡΥ House
Ronan, Francis Goodwin	*Newbury, Mass.*	1 Moore
Ross, Stephen Neal	*Gray*	19 Coleman
Royen, Peter Mark	*Pawtucket, R. I.*	ΑΡΥ House
Russel, John Robert	*Brunswick*	23 Hawthorne St.
Russey, Stephen Frederic	*Bergenfield, N. J.*	ΘΔΧ House
Ryan, Bernard Gardiner	*Scarsdale, N. Y.*	29 Coleman
Saxton, Thomas Reed '61	*Wallingford, Conn.*	30 Boody St.
Schiller, Alan Lewis	*Belle Harbor, N. Y.*	16 Appleton
Schwartz, Louis Winn	*Chester, Penna.*	27 Coleman
Shea, Charles Russell	*Wiscasset*	C Coleman
Simon, Robert Louis	*Marblehead, Mass.*	ΚΣ House
Smith, Brian Blaisdell	*Norridgewock*	ΔΣ House
Smith, George Augustus	*Summit, N. J.*	ΑΔΦ House
Snyder, John Stewart, Jr.	*Scarsdale, N. Y.*	ΒΘΠ House
Snyder, Robert Jay	*Waban, Mass.*	ΑΡΥ House
Spalding, Edward Lewis, Jr.	*Washington, Conn.*	Moulton Union
Steinberg, Andrew Oliver	*Atlantic Beach, N. Y.*	ΔΣ House
Stevenson, Roderic Alan	*Bangor*	ΚΣ House
Stone, Philip Alexander	*Medford, Mass.*	ΣΝ House
Sweet, Dana Royden	*Medford, Mass.*	19 McKeen St.
Taylor, Kelvin Lloyd	*Old Orchard Beach*	ΣΝ House
van der Goes, Peter Henry William	*Wilmington, Del.*	10 Moore
Vanetti, Henry Richard	*Barre, Vt.*	ΘΔΧ House
Veitch, William Owen	*Stoneham, Mass.*	3 Hyde
Violette, Aurele Joseph	*Augusta*	79 Spring St.
Whalon, Michael Winters	*Waterville*	ΒΘΠ House
Whit, William Charles	*Westport, Conn.*	ΔΣ House
White, Robert Bruce	*Augusta*	ΑΤΩ House
Williams, George Merrill	*Natick, Mass.*	ΣΝ House
Williams, William David	*Linneus*	14 Coleman
Winslow, Richard Lee	*Caribou*	23 Coleman
Wish, Barry Neal	*Newton, Mass.*	ΑΡΥ House

Wollstadt, David Carl	*Millburn, N. J.*	ΑΔΦ House
Yamashita, Gary Akiyoshi	*Seattle, Wash.*	ΨΥ House
Yates, John Winthrop	*Basking Ridge, N. J.*	29 Coleman
Zamore, Alan Mitchel	*Brooklyn, N. Y.*	22 Coleman

Fall 1961 Semester

Sophomores: Class of 1964

Aguilera, Frank Edmond	*Wallingford, Conn.*	29 Boody St.
Alexander, Donald Gilbert	*Nahant, Mass.*	25 Winthrop
Allen, Edwin Coupland, II	*Needham, Mass.*	ΒΘΠ House
Anderson, Roger Eric	*Naugatuck, Conn.*	14 Moore
Andrew, David Paul	*Warwick, R. I.*	ΣΝ House
Ayora, Alfredo Alberto	*Quito, Ecuador*	ΧΨ Lodge
Bail, Richard Nelson, Jr.	*Whitman, Mass.*	ΣΝ House
Barndollar, Stephan Clough '63	*Meredith, N. H.*	8 Coleman
Bates, Charles Mead	*Noroton, Conn.*	ΣΝ House
Bates, William Francis	*Milton, Mass.*	15 Moore
Bayer, David Lewis	*Merrick, L. I., N. Y.*	2 Hyde
Beach, Lawrence Wait	*Oneida, N. Y.*	28 Hyde
Beale, Stephen Paul	*Auburn*	ΣΝ House
Bennett, Alan David	*Lovell*	30 Hyde
Berle, Roger Kort	*Dedham, Mass.*	82 Federal St.
Black, Richard Edward	*Medford, Mass.*	ΚΣ House
Blasenak, George Colby '62	*Westwood, Mass.*	ΒΘΠ House
Blegen, John Clifford	*Villanova, Penna.*	ΧΨ Lodge
Bricker, Burton Dennis	*Wilmington, Del.*	ΒΘΠ House
Buckland, Charles Francis	*Swampscott, Mass.*	9 Appleton
Butler, Howard Neal	*Union*	ΑΤΩ House
Chapman, Geoffrey Williams	*Boston, Mass.*	26 Hyde
Christie, Walter Robert	*Presque Isle*	29 Maine
Clarke, Ralph Thomas	*Wayne, N. J.*	15 Maine
Codner, Jon Stephen	*Newington, Conn.*	ΔΚΕ House
Coffin, John Felton	*Houlton*	ΣΝ House
Cohen, David Michael	*Lewiston*	26 Maine
Collier, Sargent	*Bar Harbor*	27 Hyde
Condylis, Leonidas Dimitri	*New York, N. Y.*	ΑΡΥ House
Conklin, William Wright	*New Canaan, Conn.*	11 Hyde
Crane, Sanford Ladd	*Bristol, Va.*	ΑΔΦ House
Curtis, Timothy Towle	*Farmington, Conn.*	11 Hyde
Czyzewski, Alphonse Joseph, Jr.	*Old Saybrook, Conn.*	ΔΣ House
DeMarco, Richard Francis	*Orange, Conn.*	ΒΘΠ House

Deneberg, Stuart Roger	*Swampscott, Mass.*	13 Maine
Dennis, Paul Michael	*Philadelphia, Penna.*	ΔΣ House
Donahue, Edward Colwell	*Caribou*	ΣΝ House
Drigotas, Frank Martin	*Auburn*	29 Moore
Dunn, Jon Irving	*Littleton, Mass.*	ΣΝ House
Edwards, William Anthony	*Milton, Mass.*	27 Moore
Eliades, George Christopher, Jr.	*Lowell, Mass.*	15 Appleton
Elliott, Bruce Gordon	*Melrose, Mass.*	32 Maine
Elvin, Charles Walton	*Augusta*	30 Moore
Emerson, Charles Plummer, Jr. '63	*Portland*	ΨΥ House
Ewing, John Lawson	*Scituate, Mass.*	16 Moore
Farley, William Francis	*Pawtucket, R. I.*	2 Hyde
Farquharson, Robert Mason	*Garden City, N. Y.*	ΑΤΩ House
Fenton, Peter Low	*Brunswick*	R. D. 2, Adams Rd.
Filoon, Fred Marden	*Brockton, Mass.*	27 Hyde
Finn, Peter Roy '63	*Malden, Mass.*	2 Potter St.
Fitts, David Waldron	*Auburndale, Mass.*	13 Hyde
Fontecchio, Kenneth Louis	*Natick, Mass.*	13 Appleton
Foss, Peter Thompson	*Portland*	ΖΨ House
Frank, Robert Stephen, Jr.	*New York, N. Y.*	ΑΡΥ House
Frazier, John William	*Wayne, Penna.*	13 Hyde
Gaither, Taylor Nelson	*Cleveland Heights, Ohio*	28 Hyde
Gale, Kenneth Edward	*Glenbrook, Conn.*	ΑΤΩ House
Garth, James Leonard	*Frankfort, Ky.*	18 Hyde
Gee, Richard Chu	*Pawtucket, R. I.*	ΧΨ Lodge
Gianopoulos, Christos John	*Sanford*	27 Maine
Gibbons, John Anthony	*Wilmington, Del.*	18 Moore
Gideon, Victor Cedric	*Portland*	13 Appleton
Godard, Roger Rawson	*Deer Isle*	ΑΡΥ House
Gunner, David Lowell	*Norton, Mass.*	ΘΔΧ House
Haddock, James Bradley	*Auburn*	17 Moore
Hale, Robert Clark	*Brookline, Mass.*	14 Moore
Halford, John Henry, III	*Norwell, Mass.*	ΖΨ House
Hamlen, Devens Hollingsworth	*Wayland, Mass.*	27 Hyde
Hancock, Kenneth David	*Casco*	14 Hyde
Handal, Donald Joseph	*Scarsdale, N. Y.*	ΒΘΠ House
Hansen, Philip Herman, III	*Bridgton*	ΑΤΩ House
Harlow, Frederic Benjamin	*Portland*	ΨΥ House
Haskell, Steven Carle	*South Natick, Mass.*	32 Moore
Henderson, James Roger	*Xenia, Ohio*	ΔΣ House
Hennigar, Howard Vinson, Jr.	*Natick, Mass.*	32 Coleman
Henshaw, David Alvin	*Simpsonville, Md.*	ΑΤΩ House

Hill, John Robert	*West Scarborough*	14 Maine
Hincks, Maynard Alton, Jr.	*Portland*	2 Moore
Hirth, David Hammond	*Deerfield, Mass.*	24 Hyde
Hodges, Spencer Enis	*East Weymouth, Mass.*	15 Appleton
Hooke, Robert Lowe, Jr.	*Short Hills, N. J.*	6 Appleton
Horton, William Harrison	*Chatham, N. J.*	ΧΨ Lodge
Houlding, James Alexander	*Winchester, Mass.*	10 Hyde
Howe, Kermit Bennett, Jr.	*Abington, Conn.*	29 Winthrop
Hughes, William Lester, Jr.	*Freeport*	14 Hyde
Hulbert, Wayne Wyeth	*Belmont, Mass.*	ΣΝ House
Huntsman, Jeffrey Forrest	*West Washington*	ΑΤΩ House
Ince, Michael Russell	*Brookhaven, N. Y.*	29 Winthrop
Ipcar, Charles	*Robinhood*	14 Maine
Jackson, Richard Burt	*Warwick, R. I.*	15 Hyde
Jarratt, Robert Braxton	*Swarthmore, Penna.*	4 Hyde
Jones, Philip Alan	*Mechanic Falls*	31 Maine
Kaschub, William John	*Gorham, N. H.*	4 Hyde
Kay, Stafford	*Fall River, Mass.*	2 Maine
Kean, Jeffrey Estabrook	*Reading, Mass.*	8 Hyde
Keefe, Christopher	*Nashua, N. H.*	25 Winthrop
Keller, Eugene Lester	*New York, N. Y.*	31 Maine
Kilgour, David Lindsay	*Brookfield, Wis.*	ΔΣ House
King, Charles Henry	*Bethesda, Md.*	ΖΨ House
Kloppman, Grant Thomas	*Shaker Heights, Ohio*	20 Moore
Lang, Jeffrey Martin	*Arlington, Va.*	12 Moore
Lariviere, Robert Joseph	*Warwick, R. I.*	ΣΝ House
Lawrence, Stephen Allen	*Belmont, Mass.*	ΣΝ House
Lawrie, Henry deVos, Jr.	*Winnetka, Ill.*	27 Moore
Leadbeater, Erick	*Contoocook, N. H.*	15 Hyde
Littlefield, Hobart Samuel	*Lovell*	ΣΝ House
Loane, Allen Robert '63	*Natick, Mass.*	31 Coleman
Lockwood, Thomas Frank	*Houston, Texas*	D Coleman
London, Stephen David	*Milton, Mass.*	19 Hyde
Loth, Eric Bernard	*West Roxbury, Mass.*	ΖΨ House
Lowe, Charles Austin	*Gloucester, Mass.*	16 Moore
Loxsom, Frederick Meers	*Lincoln, R. I.*	ΧΨ Lodge
Lutsk, Bruce Martin	*Freeport, N. Y.*	29 Appleton
McCarthy, John William, Jr.	*Rockland, Mass.*	Dudley Coe Infirmary
McDonald, Arthur Knight	*South Portland*	30 Hyde
McDowell, David Turner	*Glens Falls, N. Y.*	31 Hyde
Mace, Christopher Donald	*Machias*	15 Maine

Mack, Richard Dinsdale	*Springfield, Ill.*	11 Moore
MacKay, John Smibert '63	*Mount Carmel, Conn.*	27 Boody St.
McMahan, Hugh Ballard	*Great Falls, Va.*	15 Hyde
Magher, Craig Francis	*Upper Montclair, N. J.*	13 Hyde
Markey, Sanford Philip	*Havertown, Penna.*	24 Moore
Martini, Joseph Peter, Jr.	*Mendon, Mass.*	ΒΘΠ House
Mazer, Ronald Steven	*Lynn, Mass.*	22 Maine
Mechem, David Collier	*Belmont, Mass.*	12 Hyde
Metz, Charles Edgar	*Freeport, N. Y.*	6 Moore
Miller, Russell Edmund	*Yardley, Penna.*	31 Moore
Morgan, Peter Bruce	*Augusta*	ΔΣ House
Morie, Gordon Glen	*Wenonah, N. J.*	24 Moore
Morrow, Wayne Lawrence	*Lynn, Mass.*	29 Appleton
Muench, Robin Davie	*South Freeport*	3 Moore
Napolitano, Michael Anthony, Jr.	*Augusta*	ΒΘΠ House
Nelson, David MacKenzie	*Reading, Mass.*	11 Maine
Newton, Basil Herbert	*Brunswick*	42 Harpswell St.
Nilsson, Bruce Eugene	*Brockton, Mass.*	9 Appleton
Notis, Andrew John	*Readfield*	ΣΝ House
Noyes, John Mead	*Portland*	29 Maine
Odell, Peter Michael	*Ridgefield, N. J.*	18 Moore
Oliver, Jason Foulk	*Sharon, Mass.*	20 Hyde
Oliver, William Thomas	*New Canaan, Conn.*	11 Hyde
Omand, Arthur Edison, Jr.	*Manchester, N. H.*	ΔΣ House
Orkin, Frederick Kent	*New York, N. Y.*	26 Maine
Osterhout, Robert Cullen	*Walpole, Mass.*	21 Coleman
Osterweis, John Steven	*Pittsburgh, Penna.*	11 Moore
Ostrander, Arthur Eugene	*Watchung, N. J.*	27 Maine
Papacosma, Solon Victor	*Freeport, N. Y.*	6 Moore
Peddrick, Rodney Stephen '63	*Clayton, Del.*	78 Spring St.
Pelletier, Lawrence Lee, Jr.	*Meadville, Penna.*	24 Coleman
Petersen, Charles William '63	*Portland*	482 Baxter Blvd., Portland
Pettengill, Richard Little	*Arlington, Va.*	17 Winthrop
Phillips, Charles Wright	*Lynn, Mass.*	ΧΨ Lodge
Poor, Arthur Phippen, Jr.	*Marblehead, Mass.*	31 Hyde
Pope, John Alan	*Portland*	ΚΣ House
Porter, Rodney Francis	*New Sharon*	ΣΝ House
Racine, Philip Noel	*Brunswick*	50 Weymouth St.
Rawson, David Stanley, Jr.	*Portland*	ΖΨ House
Reed, John Francis, Jr.	*Wethersfield, Conn.*	11 Maine
Reed, Stephen Alexander, III	*Hilo, Hawaii*	31 Appleton

Reichert, John Christopher	*Wethersfield, Conn.*	ΘΔΧ House
Reis, James Francis	*Freeport, N. Y.*	ΧΨ Lodge
Remis, Shepard Mark	*Peabody, Mass.*	19 Hyde
Riley, James Brown	*Scarsdale, N. Y.*	1 Coleman
Robinson, Edward Wiggin, Jr.	*Dedham, Mass.*	31 Hyde
Robinson, Morise Gregg	*Somerville, Mass.*	11 Appleton
Rounds, William Chesley	*Portland*	ΚΣ House
Rounsville, Sherman Hall, Jr.	*Fairhaven, Mass.*	ΧΨ Lodge
Ryan, Howard Allen	*Beverly, Mass.*	29 Coleman
Sahr, Leonard Herbert	*Schenectady, N. Y.*	22 Maine
Sammis, John Townsend	*Darien, Conn.*	32 Hyde
Sarata, Brian Philip Vincent	*Elma, N. Y.*	ΘΔΧ House
Scherer, John Owen	*Westfield, N. J.*	ΑΔΦ House
Schneider, Franz Michael	*Portland, Ore.*	9 Wilson St., Topsham
Schwadron, Harley Lawrence	*Rockville Centre, N. Y.*	ΣΝ House
Scott, Malcolm Douglas, Jr.	*River Edge, N. J.*	31 Moore
Seaver, Peter Reed	*Leominster, Mass.*	6 Hyde
Seery, Peter Leonard	*Arlington, Mass.*	15 Moore
Segal, Laurence Alan	*Haverhill, Mass.*	8 Moore
Shenker, David Malcolm	*Middletown, Conn.*	27 Appleton
Sherman, Michael Burgess	*Ipswich, Mass.*	20 Hyde
Silverman, Harry Leo	*Brookline, Mass.*	19 Hyde
Small, Peter Metcalf	*Bellport, N. Y.*	ΖΨ House
Smith, Kenneth Chatfield	*Fairfield, Conn.*	ΘΔΧ House
Smith, Richard Arnold, Jr.	*Northeast Harbor*	ΨΥ House
Smith, Thomas Francis	*Scarsdale, N. Y.*	ΒΘΠ House
Steinmann, Derick Otis	*Bay Shore, L. I., N. Y.*	25 Maine
Stock, Jonathan Curtis	*Bridgeport, Conn.*	ΑΤΩ House
Stoddard, Frederick Jackson, Jr.	*Milwaukee, Wis.*	24 Hyde
Stone, Ralph Philbrook	*Camden*	ΑΤΩ House
Stonebraker, Peter William	*Newbury, Mass.*	ΣΝ House
Streetman, Ashley, Jr.	*Dorchester, Mass.*	ΑΡΥ House
Swan, Philip Lee	*Lawrence, Mass.*	ΑΤΩ House
Tarbell, Eaton Weatherbee, Jr.	*East Greenwich, R. I.*	17 Moore
Tarbell, Joseph Eaton	*East Walpole, Mass.*	ΒΘΠ House
Taylor, Robert Charles	*Marblehead, Mass.*	12 Hyde
Thwing, William Cullen	*Holyoke, Mass.*	11 Appleton
Tom, Thomas Norman	*Newport, R. I.*	30 Moore
Treadwell, David Rogers, Jr.	*Wilmington, Del.*	2 Moore
Tuveson, Roger Oliyan	*Portsmouth, N. H.*	ΚΣ House
Van Nest, John Elmer, Jr.	*Berkeley Heights, N. J.*	7 Coleman
Varnum, Thomas, Jr.	*Lowell, Mass.*	32 Maine

Walker, David Clifton	*Wiscasset*	ΑΤΩ House
Walls, Philip Douglas	*South Weymouth, Mass.*	26 Hyde
Walton, David Leroy	*Norwoood, Mass.*	23 Moore
Ward, John Robert	*Bay Shore, L. I., N. Y.*	ΧΨ Lodge
Weck, Thomas Lincoln	*Darien, Conn.*	12 Moore
Weidner, James Burton	*Shaker Heights, Ohio*	20 Moore
Weinik, Douglas Benson	*Wyckoff, N. J.*	ΧΨ Lodge
Weiss, Steven Jeffrey	*Jenkintown, Penna.*	27 Appleton
Welwood, John Harrison	*Brookline, Mass.*	ΑΤΩ House
Westerbeke, William Edward	*Squantum, Mass.*	ΧΨ Lodge
Wheeler, Charles Augustus, Jr.	*Leominster, Mass.*	6 Hyde
Wood, Michael Barrett	*Concord, Mass.*	8 Moore
Woods, Jon Douglas	*Westbury, L. I., N. Y.*	ΘΔΧ House
Workman, Robert Telford '63	*Hamden, Conn.*	13 Maine
Yanni, Frederick Francis, Jr.	*Schenectady, N. Y.*	ΑΔΦHouse
Zilinsky, Joseph William	*Dover-Foxcroft*	25 Maine

Fall 1961 Semester

FRESHMEN: Class of 1965

Abbiati, David Lawrence	*Falmouth*	17 Hyde
Anderson, Robert John	*Rockland*	28 Winthrop
Andrias, Richard Thompson	*Needham, Mass.*	29 Hyde
Anello, Michael Monroe	*Arlington, Va.*	9 Hyde
Aranson, Peter Howard	*Portland*	2 Maine
Babcock, Bernard Murray	*Falmouth*	22 Appleton
Babineau, David Wayne	*Brunswick*	1 Curtis St.
Bail, Frederick Thomas	*Whitman, Mass.*	17 Moore
Bailey, Edgar Clifton, Jr.	*Lexington, Mass.*	9 Winthrop
Barthelman, William Bruce	*Worcester, Mass.*	5 Hyde
Baxter, John Randolph	*Pittsfield*	5 Appleton
Beal, Elmer Lawrence, Jr.	*Southwest Harbor*	26 Coleman
Bennett, George Stephen	*Wollaston, Mass.*	17 Appleton
Bereika, Brian Alan	*Whitman, Mass.*	23 Winthrop
Black, Frank William, Jr.	*Barre, Vt.*	29 Hyde
Bloomberg, Stephen Daniel	*Gloucester, Mass.*	4 Coleman
Boesch, Eric	*Pawtucket, R. I.*	10 Maine
Bottenberg, William Robert, Jr.	*Redlands, Calif.*	4 Maine
Bradford, William, III	*Wilmington, Del.*	9 Winthrop
Brasor, Gary Crosby	*Fairhaven, Mass.*	5 Moore
Brooks, Keith Kenneth	*Livingston, N. J.*	32 Winthrop
Brown, Charles Bruce, Jr.	*Rockport, Mass.*	28 Coleman

Buehler, David Lee	*Brattleboro, Vt.*	12 Maine
Burke, Paul Frederick, Jr.	*Arlington, Mass.*	17 Hyde
Burnham, Paul Dayton, Jr.	*Waterville*	7 Hyde
Butler, Michael Glen	*Sanford*	25 Coleman
Byrne, James Evert	*Glen Ellyn, Ill.*	3 Winthrop
Carson, Walter Webb	*Lexington, Va.*	19 Appleton
Cary, Charles Malcolm	*Bath*	30 Appleton
Chamberlin, Thomas Hannah	*Scarsdale, N. Y.*	7 Hyde
Chase, Curtis Edward	*Hingham, Mass.*	3 Appleton
Chase, Thomas Charles	*Kittery*	5 Maine
Chummers, Paul Raymond	*Wheaton, Ill.*	32 Winthrop
Ciesielski, Thomas Edward	*Farmington, Conn.*	14 Appleton
Clauson, Karl William	*Greenwich, Conn.*	20 Maine
Cleaves, David Allen	*Sanford*	11 Winthrop
Cobb, Oliver Bailey	*Camden*	5 Moore
Cobb, Richard Damon	*Worcester, Mass.*	22 Winthrop
Coffey, Thomas Peter	*Wapping, Conn.*	6 Winthrop
Connell, Myles Jeffrey	*West Hartford, Conn.*	24 Appleton
Corey, James Edward	*South Portland*	32 Appleton
Coupe, David Richard	*Harrisville, R. I.*	22 Moore
Coyle, Matthew James, III	*West Haven, Conn.*	26 Winthrop
Crosby, Kerry Vinton	*Dexter*	1 Maine
Dane, Nathan, III	*Brunswick*	Mere Point Road
Delaney, Charles Michael	*Wallingford, Penna.*	1 Maine
d'Entremont, Edward Scott	*So. Hanover, Mass.*	23 Winthrop
Dieffenbach, Richard August	*Tenafly, N. J.*	21 Hyde
DiPaolo, John Michael	*Danvers, Mass.*	17 Appleton
Dixon, Richard Hoyt	*Belmont, Mass.*	3 Winthrop
Doig, John Alexander	*Ridgewood, N. J.*	F Coleman
Dorman, Daniel Michael	*Hartford, Conn.*	19 Winthrop
Downey, Peter Wheeler	*Bangor*	5 Appleton
Drees, Michael Paul	*Melrose, Mass.*	18 Maine
Dwyer, Terrence John Patrick	*Lexington, Mass.*	4 Maine
Eames, Bradford Newell	*Marion, Mass.*	27 Winthrop
Ebeling, Raymond Paul	*Framingham, Mass.*	17 Hyde
Ekdahl, Gilbert Walter	*Providence, R. I.*	1 Appleton
Elliot, William Diek	*Milwaukee, Wis.*	28 Maine
Elliott, Peter Winslow '64	*North Reading, Mass.*	20 Appleton
Emmet, Christopher Temple	*Camden*	22 Appleton
Engster, Peter Wright	*Troy, N. Y.*	19 Maine
Farrar, Stephen Prescott	*Berkeley Heights, N. J.*	18 Coleman
Feyling, Paul Alfred	*Trevett*	30 Appleton

Field, David Anthony	*Topsham*	Garden Drive, Topsham
Fisher, Howard Benjamin	*Arlington, Va.*	26 Winthrop
Fontaine, Richard Bicknell	*Schenectady, N. Y.*	28 Appleton
Fourcher, Louis Arthur	*Fairhaven, Mass.*	6 Maine
Gazlay, John Chester, III	*Hingham, Mass.*	3 Appleton
Gelerman, Richard Allen	*Chelsea, Mass.*	19 Winthrop
Giesler, Gerald Thomas	*West Babylon, N. Y.*	12 Coleman
Godt, Paul Jay	*Freeport, N. Y.*	19 Moore
Goldsmith, Donald Alan	*Freeport, N. Y.*	3 Maine
Gorman, Joseph James	*Providence, R. I.*	1 Appleton
Gould, James Allan	*Barre, Vt.*	4 Coleman
Gray, Malcolm Clifford	*Fryeburg*	32 Appleton
Greene, Edward Rideout	*Bath*	19 Valley Rd., Bath
Hallisey, John Damon	*Brockton, Mass.*	24 Maine
Hardcastle, Yellott Fitzhugh, III	*Groton, Mass.*	20 Appleton
Harper, David Lawrence	*Thomaston*	12 Maine
Harrington, Robert Edward	*Danvers, Mass.*	25 Moore
Hart, John Sanderson	*Marblehead, Mass.*	25 Moore
Hastings, James Emory	*Athol, Mass.*	9 Hyde
Hawkins, Barry Curtis	*Portland*	3 Maine
Hecht, Stephen Anthony	*Waban, Mass.*	1 Winthrop
Helfrecht, William John, Jr.	*Livingston, N. J.*	4 Winthrop
Hill, George Franklin, II	*Hanover, N. H.*	18 Maine
Hindson, James Fessler	*Albany, N. Y.*	23 Winthrop
Hinkley, William Elliott	*Groveton, N. H.*	28 Appleton
Hyde, William DeWitt, Jr.	*Portland*	26 Moore
Ingram, Steven Kenyon	*Rehoboth, Mass.*	22 Moore
Ives, Harwood Southwick	*Lexington, Mass.*	23 Hyde
Jacubouis, Michael James, Jr. '63	*Lisbon Falls*	ΘΔΧ House
Johnson, James Monroe	*Phoenix, Ariz.*	28 Moore
Kahill, Charles James	*Portland*	30 Coleman
Kay, Steven Allen	*Lawrence, Mass.*	2 Maine
Kelly, John Thomas, Jr.	*Ramsey, N. J.*	16 Winthrop
Knox, Lewis Leighton	*Owego, N. Y.*	21 Hyde
Knudsen, Sigurd Aleksander, Jr.	*Freeport*	2 Winthrop
Krisko, Stephen James	*Peabody, Mass.*	21 Maine
Krogstad, Donald John	*New Hyde Park, N. Y.*	30 Winthrop
Krugman, Steven	*Belle Harbor, N. Y.*	8 Appleton
Lapointe, Paul Harold	*Greenfield, Mass.*	2 Appleton

Larkin, Peter Sutton	*Pleasantville, N. Y.*	30 Maine
Lazarus, Paul David	*Waterbury, Conn.*	13 Winthrop
Leach, Shawn William	*Brockton, Mass.*	8 Maine
Leaver, Richard Francis	*Providence, R. I.*	20 Winthrop
Leonard, Steven Clarence	*Montpelier, Vt.*	10 Maine
Lesher, Robert Schuyler, Jr.	*East Aurora, N. Y.*	23 Maine
Lewis, Clayton Roy, Jr.	*Birmingham, Mich.*	4 Moore
Lewis, George Hallam	*Bar Harbor*	30 Coleman
Lincoln, Arthur Frederick, Jr.	*Bethel*	27 Winthrop
Lingley, Robert Scott	*Cranston, R. I.*	19 Moore
Lister, James Madison	*Bethesda, Md.*	14 Winthrop
Lynch, William Howard	*Uxbridge, Mass.*	21 Hyde
McClintock, Robert Edward	*Havertown, Penna.*	12 Appleton
McCollister, Kerry Michael	*Lawrence, Mass.*	5 Winthrop
McCutcheon, Michael Edward	*Upper Montclair, N. J.*	6 Coleman
McDowell, Philip Estabrooks	*Glens Falls, N. Y.*	4 Appleton
McGovern, Edward William, Jr	*Wilmington, Del.*	27 Winthrop
McIntire, Philip Cobb	*Glens Falls, N. Y.*	4 Appleton
Martin, Neil Bradford	*Bangor*	18 Appleton
Matthews, William Rankin, Jr.	*St. James, L. I., N. Y.*	19 Maine
May, Douglas Barry	*Rochester, N. Y.*	1 Hyde
Mougalian, Richard Aram	*Portland*	6 Winthrop
Moulton, Albert Willis, 3rd	*Portland*	8 Winthrop
Munger, Steven Charles	*North Scituate, R. I.*	F Coleman
Murphy, Brian Richard '64	*Melrose, Mass.*	6 Appleton
Nelson, Kenneth Miles	*Portland*	4 Winthrop
Nepil, Thomas Edwin	*Western Springs, Ill.*	2 Winthrop
Ness, Robert Lawson, Jr.	*Newport*	10 Appleton
Noel, Harold Bennett, Jr.	*Dover, N. H.*	4 Moore
Norris, Richard Randall	*Arlington, Va.*	17 Maine
Nwafor, Eleazar Azinna	*Onitsha, East Nigeria*	26 Moore
Olson, Russell Walter	*Walpole, Mass.*	20 Maine
Osgood, Christopher	*Winnetka, Ill.*	23 Hyde
Owendoff, Stephen Peter	*Morris Plains, N. J.*	16 Maine
Pazzano, Frederick James	*Waltham, Mass.*	28 Maine
Pennell, William Maxwell, II	*Portland*	8 Winthrop
Peterson, Robert Eustis	*Worcester, Mass.*	23 Hyde
Pierce, Jotham Donnell, Jr.	*Portland*	23 Appleton
Prince, Jeffrey Robert	*Newton, Mass.*	24 Appleton
Purola, Albert Linden	*Willoughby, Ohio*	5 Winthrop
Putnam, Fred Lysander, II	*Houlton*	23 Appleton
Putnam, John Stephen	*Newton Centre, Mass.*	32 Coleman
Rath, Gerald Fred	*Lewiston*	25 Hyde

Rauh, Robert David, Jr.	*Andover, Mass.*	10 Winthrop
Raymond, Jonathan Carl	*Needham, Mass.*	11 Winthrop
Reed, Thomas Jesseman	*Concord, N. H.*	1 Hyde
Richman, Michael Tingley	*Washington, D. C.*	5 Hyde
Robinson, Timothy James	*Glens Falls, N. Y.*	23 Maine
Roche, Thomas Herbert	*Richmond Hill, N. Y.*	25 Hyde
Rolfe, James Elms	*South Portland*	5 Hyde
Rosenfeld, James Crossland	*Needham, Mass.*	24 Winthrop
Ross, Adam Jaazaniah	*New Canaan, Conn.*	12 Appleton
Rost, Samuel Tilden	*Bridgeport, Conn.*	20 Coleman
Rouillard, James Arthur	*Stoneham, Mass.*	30 Winthrop
Rucker, Donald Brian	*Cohasset, Mass.*	9 Hyde
Saillant, Roger Barry	*Buckingham, Penna.*	9 Maine
Sapienza, Peter John	*Malden, Mass.*	16 Maine
Schiller, Berle Mark	*Belle Harbor, N. Y.*	8 Appleton
Shatney, Clayton Henry	*Orono*	16 Winthrop
Shaw, Hubert Seely, Jr.	*Brunswick*	9 Maine
Siegel, Steven Richard	*Lawrence, Mass.*	13 Winthrop
Sims, Richard Francis, Jr.	*Rockport*	29 Hyde
Sinderson, Thomas Gordon	*Bethesda, Md.*	28 Coleman
Slowik, Theodore Mitchell	*New York, N. Y.*	30 Coleman
Smith, Asa Plimpton	*Pnompenh, Cambodia*	14 Winthrop
Smith, Lloyd Sanders	*Springfield, N. J.*	18 Coleman
Soucy, Peter Robert	*Malden, Mass.*	6 Coleman
Springer, William Frederick	*Chicago, Ill.*	6 Maine
Stearns, Aretas Elroy	*Rumford*	18 Winthrop
Stephenson, Lowry Chew, Jr.	*Villanova, Penna.*	12 Winthrop
Stevenson, David Keene	*Needham, Mass.*	7 Hyde
Stockford, David Noble	*Lubec*	10 Appleton
Strauss, William Theodore, III	*Mt. Kisco, N. Y.*	22 Winthrop
Struble, Robert Glenn, Jr.	*Kennett Square, Penna.*	24 Winthrop
Taylor, Richard Emmel	*Berwyn, Penna.*	20 Winthrop
Theriault, Kenneth Valmont	*Waterville*	14 Appleton
Toomajian, Charles Richard, Jr.	*Troy, N. Y.*	18 Appleton
Trask, George Robert	*Bernard*	26 Coleman
Tressel, Harry King	*Winnetka, Ill.*	10 Winthrop
Truesdell, Charles Clark	*Cohasset, Mass.*	19 Appleton
Trzcienski, Walter Edward, Jr.	*South Deerfield, Mass.*	2 Appleton
Turner, Daniel Earl	*Skowhegan*	24 Maine
Tuttle, Charles Henry	*Murray, Ky.*	18 Winthrop

Van Vliet, Edward Richie	*Newport, R. I.*	28 Moore
Vaughan, Charles Robison	*Topsfield, Mass.*	1 Hyde
Waldman, Michael	*Chelsea, Mass.*	25 Hyde
Wallace, Charles Isaac, Jr.	*Burtonsville, Md.*	28 Winthrop
Warren, Robert Emmett	*Plainfield, N. J.*	25 Coleman
Weigel, Russell Henry, Jr.	*West Hartford, Conn.*	30 Maine
Wentworth, Fred Kelly, II	*West Ossipee, N. H.*	31 Winthrop
Whitman, Craig Lyndon, Jr.	*Cambridge, Ohio*	8 Maine
Whitmore, Richard Latham, Jr.	*Braintree, Mass.*	20 Coleman
Willett, Albert Ives	*Wilmington, Del.*	31 Winthrop
Witherell, Charles Bowker	*West Hartford, Conn.*	12 Winthrop
Woodbury, Alan Tenney	*Abington, Penna.*	9 Winthrop
York, Ralph Samuel, Jr.	*Bath*	Ridge Road, Bath
Zilinsky, Thomas John	*Dover-Foxcroft*	12 Coleman
Zimmerman, Jeffrey Frank	*Cranford, N. J.*	1 Winthrop

Fall 1961 Semester

SPECIAL STUDENTS

*de Ceglie, Angelo Gabriele	*Falcone, Messina, Italy*	ΨΥ House
Frongillo, Robert Louis	*Brunswick*	21 Nancy Drive
*Galinsky, Gotthard Karl Rudolf	*Mainz, Germany*	ΔΚΕ House
*Hjert, Jan Gunnar	*Malmo, Sweden*	ΣΝ House
Isaksson, Hans	*Stockholm, Sweden*	17 Winthrop
*Keroub, Isy Benoit	*Cairo, Egypt, U.A.R.*	ΔΣ House
*Keto, Heikki Tapani	*Helsinki, Finland*	ΑΤΩ House
*Li, Charles Na	*Kowloon, Hong Kong*	ΚΣ House
*Sozonoff, Alexis	*Antwerp, Belgium*	ΖΨ House
*Vester, Michael	*Bodenwerder, Germany*	ΘΔΧ House

Students whose names are marked by an asterisk are "Special students" attending Bowdoin under the terms of the "Bowdoin Plan." Regularly enrolled students under this plan are Kwadwo Ansong (Ghana), Alfredo Alberto Ayora (Ecuador), Jagdish Singh Gundara (Kenya), and Taneshiro Yamamoto (Japan). See page 224 for a complete roster of Bowdoin Plan Scholars. The "Bowdoin Plan" is described on pages 192-193.

Candidates for the Master of Arts Degree

in the 1961-1962 Academic Year Institute in Mathematics
supported by the National Science Foundation

Casler, Melvin Floyd	*Ortonville, Minn.*	27 Federal St.
Hickey, Howard Wesley	*Puyallup, Wash.*	9 South St.
Hitchcock, Paul Walker	*Schoharie, N. Y.*	8 Lombard St.
Johanson, Bradford	*Cape Elizabeth*	Beach Bluff Terrace, Cape Elizabeth
Long, James Edward	*Baltimore, Md.*	16 Perkins St., Topsham
Moulton, John Knight	*Wellesley Hills, Mass.*	40 Longfellow Ave.
Rae, Donald Richard	*Midwest City, Okla.*	56 Federal St.
Renvyle, Frederick	*Whitman, Mass.*	16 Elm St., Topsham
Rundberg, William Bradley	*Freemont, Calif.*	Apt. MA, Merrucoonegan Farm, South Harpswell
Taylor, Raymond	*Hialeah, Fla.*	28 Boody St.

The Academic Year Institute in Mathematics is described on page 186.

Student Enrolled in The Bowdoin-M.I.T. Two-Degree Plan

The following student is now enrolled at M.I.T. under the terms of the Bowdoin-M.I.T. Two-Degree Plan:

Beaudoin, Bernard Joseph

Enrollment by Classes and by States

FALL 1961 SEMESTER

Numerical Summary of Students

Class of 1965	198	Class of 1958	2
Class of 1964	209	Class of 1957	2
Class of 1963	188	Specials	10
Class of 1962	197		
Class of 1961	12	Candidates for A.M. Degree in NSF Academic Year Institute	10
Class of 1960	3		
Class of 1959	5		
			836

Directory of Students

Geographical Distribution

Massachusetts	249
Maine	205
New York	91
Connecticut	63
New Jersey	45
Pennsylvania	29
Rhode Island	28
New Hampshire	24
Ohio	14
Delaware	12
Illinois	10
Virginia	9
Maryland	6
Vermont	5
Florida	4
Wisconsin	4
Kentucky	3
Arizona	2
California	2
District of Columbia	2
Minnesota	2
Washington	2
Colorado	1
Hawaii	1
Michigan	1
Oklahoma	1
Oregon	1
South Carolina	1
Tennessee	1
Texas	1

Foreign Countries:

Belgium	1
Cambodia	1
Canada	2
Ecuador	1
Egypt	1
Finland	1
Germany	2
Ghana	1
Hong Kong	1
Italy	1
Japan	1
Kenya	1
Nigeria	1
Sweden	2
	836

The following students, whose names do not appear in the Directory of Students in the Catalogue for 1960-1961, attended Bowdoin during the Spring 1961 Semester:

Richard Hillman Adams '60	*Wakefield, Mass.*
Peter Bradstreet Brewster '59	*New Castle, N. H.*
Robert Merrill Duncan, Jr. '61	*Port Washington, N. Y.*
Peter Roy Finn '63	*Malden, Mass.*
Anthony Lewis Funnell '55	*Old Lyme, Conn.*
Robert Milne Henneberry '61	*Salem, Mass.*